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Abstract

These volumes comprise (1) Books IX and X, the final texts in the Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands materials; and (2) accompanying Student Booklets introducing reading and writing exercises for each lesson. See related documents AL 002 134 for a description of the Program, AL 002 135-8 for Books I-VIII, AL 002 141-4 for picture books for the first eight volumes, and AL 002 145 for picture books to accompany these four volumes. (AMM)

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CURRICULUM RESEARCH CONTRACT
Project Number 6-1025
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ENGLISH

BOOK IX

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STUDENT BOOKLET

TO ACCOMPANY ENGLISH BOOK NINE

AL 002 139

Today's date is September 5th. Yesterday's date was September 4th. It was Monday, Labor Day.

1. Copy the paragraph. Use your best handwriting.

Model 2 BOOK NINE, Unit I.2

John almost came to school yesterday. He forgot it was a holiday. He didn't go back to sleep because he wasn't sleepy anymore.

1. Copy the paragraph.
2. Rewrite the paragraph. Change John to Timothy.

Timothy asked Miss/Mr. ________ if he was supposed to write "September" or "S-e-p-t." on the board. Miss/Mr. ________ said "September."

1. Copy the paragraph.
2. Rewrite the paragraph. Change Timothy to John.
3. Rewrite the paragraph. Change Timothy to Maria. Make necessary changes in pronouns.

Miss/Mr. __________ asked John who was absent. He said that Linda was absent. She was absent yesterday, too. Miss/Mr. __________ wondered if she was sick.

2. Rewrite the paragraph. Change John to Timothy.

3. Rewrite the paragraph. Change John to Maria. Make necessary changes in pronouns.

4. Rewrite the paragraph. Change Linda to Timothy. Make necessary changes in pronouns.

Linda was not in school, so John went to her house. Her grandfather told him that she was not there anymore. He told John she went to Kusaie.

3. Rewrite the paragraph. Change John to Maria. Make necessary changes in pronouns.

4. Rewrite the paragraph. Change Linda to Timothy. Make necessary changes in pronouns.

5. Rewrite the paragraph. Change any of the names you want to.

Model 6

Anako asked Linda where she came from. Linda told her that she came from Kolonia. Joab wanted to know where she lived now. Linda told him that she lived at her uncle's house.

3. Rewrite the paragraph. Change Joab to Maria. Make necessary changes in pronouns.

4. Rewrite the paragraph. Change Linda to John.

   Be sure to change she to he, her to him, and her to his where you need to.

Model 7

Anako asked Linda which village in Kolonia she used to live in. Linda said that she used to live in Kusaie Village. Anako said that her cousin lived there. Linda said that maybe she knew her.

4. Rewrite the paragraph. Change Anako to Joab. Be sure to change her to his.

5. Rewrite the paragraph. Change Anako to Anako and Joab. Be sure to change her to their.

Model 8

Anako told Linda her cousin's name. It was Maria Albert. Linda knew her. She used to go to school with her. They used to be in the same class.

4. Rewrite the paragraph. Change Maria to Josef. Be sure to change her to him.

5. Change Anako to Anako and her brother. Be sure to change her to their.

6. Change Anako to Anako and I. Be sure to change her to our.

Anako told Joab that Linda knew her cousin Maria Albert. They used to be classmates. Joab asked Linda if she knew his cousin Timothy Johnny. Linda said Timothy used to be her classmate, too.

5. Rewrite the paragraph. Change Joab to Joab and his sister. Be sure to change his to their.

6. Rewrite the paragraph. Change Anako to Anako and I. Be sure to change her to our.

7. Rewrite the paragraph. Change Anako to I. Be sure to change her to my.

Model 10

Timothy walked to school but John rode on a scooter. Timothy thought that John was lucky. John thought that Timothy was lucky because he lived so close to school. When the scooter didn't work, he walked.

5. Rewrite the paragraph. Change Timothy to Timothy and his brother. Be sure to change he to they. Also change was to were where you need to.
6. Rewrite the paragraph. Change John to John and I. Be sure to change he to we. Also change was to were where you need to.
7. Rewrite the paragraph. Change Timothy to I. Be sure to change he to I where you need to.
8. Rewrite the paragraph. Put every day at the beginning of the first sentence. Change walked to walks. Also change all the other verbs. (rode, thought, was, lived, didn't)

John was late for school. The teacher asked the class how John came to school. Timothy said that he came to school with his father on their scooter. Timothy said that John was lucky.

6. Rewrite the paragraph. Change John to John and I. Be sure to change he to we, his to our, and their to our. Also be sure to change was to were where you need to.
7. Rewrite the paragraph. Change John to I. Be sure to change he to I, his to my, and their to our.
8. Rewrite the paragraph. Change was to is. Also change all the other verbs to the present tense. (asked, came, said)
9. Rewrite the paragraph. Change on their scooter to in their jeep.

John got to school late. He said that he was sorry he was late. He said that his father and he started on time but they had a flat tire not far from their home. He walked to school.

6. Rewrite the paragraph. Change John to John and I. Be sure to change he to we, his to our, they to we, and their to our. Also change was to were.
7. Rewrite the paragraph. Change John to I. Be sure to change he to I, his to my, they to we, and their to our.
8. Rewrite the paragraph. Change got to gets. Be sure to change said to says, and was to is. Do not change started, had, and walked.
9. Rewrite the paragraph. Change on time to at 7:00.

John can ride on a scooter, but Timothy can't. Timothy's father doesn't have any scooter. John goes fast on the scooter, but Timothy gets home faster. He gets home faster because he lives closer to school.

7. Rewrite the paragraph. Change John to I. Be sure to change goes to go.

8. Rewrite the paragraph. Change rides to rode. Be sure to change all the other verbs to the past tense. (doesn't, goes, gets, lives)

9. Rewrite the paragraph. Change on a scooter to in a car. Be sure to change scooter to car each time you see it.

10. Rewrite the paragrah. Change scooter to scooters.

Model 14 BOOK NINE, Unit IV.1

In Art class, John drew a boat. Timothy did, too. John's boat and Timothy's boat looked alike. Albert told the teacher about it. She was surprised.

9. Rewrite the paragraph. Change in Art class to in Social Studies class.

10. Rewrite the paragraph. Change boat to boats.

11. Rewrite the paragraph. Put sentences 1 and 2 together. Use and.

Model 15 BOOK NINE, Unit IV.2

A funny thing happened to John in class one day. He drew a boat and Timothy did, too. John didn't know that Timothy was drawing a boat. Timothy didn't know that John was drawing a boat, either. That afternoon when he got home, he told his mother about it.

9. Rewrite the paragraph. Change in class to at school.

10. Rewrite the paragraph. Change canoe to canoes.

11. Rewrite the paragraph. Put sentences 3 and 4 together. Use and.

12. Rewrite the paragraph. Change drew to painted. Be sure to change draw to paint.

John likes to read. Timothy does, too. John doesn't like to do his homework. Timothy doesn't, either. They are good friends. One likes to do what the other does.

11. Rewrite the paragraph. Put sentences 1 and 2 together. Use and.

12. Rewrite the paragraph. Change likes to wants. Also change like to want.

13. Rewrite the paragraph. Change read to swim. Also change his homework to yard work.

John and Timothy thought about things they did or didn't do. Timothy didn't go to the dance. John didn't, either. Timothy sang over the radio. John did, too.

11. Rewrite the paragraph. Put sentences 2 and 3 together. Use and.

12. Rewrite the paragraph. Change go to the dance to dance.

13. Rewrite the paragraph. Change dance to party.

14. Rewrite the paragraph. Change didn't go to went. Also change the next sentence.

Model 18

Maria and Mercedes cleaned the room yesterday. There was a red book on a chair. Maria put it on the shelf. There were two pencils on the floor. Mercedes put them on the teacher's desk.

11. Rewrite the paragraph. Change book to books. Also change a to two. Be sure to change the rest of the sentence to fit. You must also change the next sentence.

12. Rewrite the paragraph. Change teacher's desk to round table.

13. Go back to Model 16. Rewrite the paragraph. Change doesn't like to likes. Be sure to change the next sentence, too.

Timothy looked for his new notebook. He couldn't find it. He had left it on his desk the day before. He asked Maria if she had seen it. Maria asked him if there were five stars on it. When Timothy said that there were, Maria said that she had put it on the teacher's desk.

12. Rewrite the paragraph. Change said to answered each time you see it.

13. Rewrite the paragraph. Change new to English.

14. Rewrite the paragraph. Change had to hadn't each time you see it.

15. Put sentences 1 and 2 together. Use but.

Timothy asked Maria, "Why did you put my notebook on the teacher's desk?"

"Because there wasn't any name on it," answered Maria. "There weren't any names on two other notebooks," said Maria.

"Maybe they're mine, too," said Timothy.

13. Rewrite the paragraph. Change notebook to book.

14. Rewrite the paragraph. Change did to didn't.

15. Go back to Model 10. Rewrite the paragraph. Put sentences 2 and 3 together. Use but.

16. Rewrite the paragraph. Add English after my.

Model 21 BOOK NINE, Unit V.3

The teacher looked on the desk for the new magazine. It wasn't there. She said, "Was there a new magazine on my desk?" Maria said that she had put it on the library table. She had found it on John's desk.

13. Rewrite the paragraph. Change library to round.

14. Rewrite the paragraph. Change was to wasn't.

15. Rewrite the paragraph. Put sentences 1 and 2 together. Use but.

16. Rewrite the paragraph. Add large before new.

Sakier is unhappy. Her parents do not love her. Lieni is unhappy. She wants Sakier to be happy. Lieni wants her parents to love Sakier. Then Lieni will be happy. Sakier will be happy, too.

13. Rewrite the paragraph. Change unhappy to sad each time you see it.

16. Rewrite the paragraph. Put sentences 1 and 2 together. Use because as your conjunction. Also put together sentences 3 and 4, and 6 and 7 in the same way.

17. Rewrite the paragraph. Change is to was. Change all the other verbs to the past tense also: do to did, wants to wanted, will be to would be.

One day Sakier goes into the forest. She sees many birds at a clear pool. The birds ask her why she is unhappy. She tells them her parents don't love her. She is sad. She wants to be a bird. She can then fly far away.

13. Rewrite the paragraph. Change unhappy to sad and sad to unhappy.

16. Rewrite the paragraph. Put together the last two sentences using the conjunction because.

17. Rewrite the paragraph. Change the verbs to the past tense. Change goes to went; sees to saw; etc.

18. Rewrite the paragraph. Add very before sad far.

The birds want to help Sakier. They fly around and around her. They move faster and faster. Sakier waves her arms and runs around. She can't fly. She doesn't have wings. The birds give her feathers. Then she can fly. She thanks them.

16. Rewrite the paragraph. Put together sentences 5 and 6. Use because.
17. Rewrite the paragraph. Change the verbs to the past tense. Change want to wanted; fly to flew, etc.
18. Rewrite the paragraph. Add very much after want.
19. Rewrite the paragraph. Change the verbs to the past tense (step 17) and combine sentences 1 and 2; 7 and 8. Use so.

Lieni comes to the pool.[1] The birds fly away.[2] They're afraid of Lieni.[3] Sakier flies up with the birds.[4] She wants to go with them.[5] Lieni calls to her, "Don't leave me.[6] You are my only sister."[7] But Sakier goes with the birds.[8] They love her and she is happy with them.[9]

16. Rewrite the paragraph. Put together sentences 6 and 7; and 8 and 9. Use because.
17. Rewrite the paragraph. Change the verbs to the past tense. Change comes to came; fly to flew; etc.
18. Rewrite the paragraph. Add very much after wants.
19. Rewrite the paragraph. Change the verbs to past tense (step 17) and combine sentences 6 and 7; and 8 and 9. Use because.

A man uses a pole to push his canoe in shallow water. There are no sails or motors. In deep water, he uses a paddle. Each brother makes his own canoe. Each one carves his own paddle. They all like to make their own canoes and paddles.

17. Rewrite the paragraph. Change the main verbs to the past tense; are to were; uses to used, etc.
18. Rewrite the paragraph. Add very much after like.
19. Rewrite the paragraph. Change the main verbs to the past tense (Step 17) and combine sentences 1 and 2. Use because.
20. Rewrite the paragraph. In sentences 1, 3, 4, 5 and 6, add had to before the main verb. Omit the final -s from the main verb in sentences 1, 3, 4 and 5. Change are to were in sentence 2, and like to liked in sentence 6.

When the race is ready to start, Likantur appears. She wants a ride to Jeh Island. She carries some heavy bundles. She asks Timur to take her. He is the oldest. "You take me with you," she says. "You help me. I want to go to Jeh Island."

18. Rewrite the paragraph. Add very much after the word wants in the last sentence.
19. Rewrite the paragraph. Change the main verbs to the past tense in sentences 1, 2, 3, 4, and 5. Combine sentences 2 and 3, 4 and 5.
20. Rewrite the paragraph. Add had to before the main verb in sentences 3 and 4. Omit the final -s in the main verbs.
21. Rewrite the paragraph. Add have to before the main verbs in sentences 6 and 7.

Model 28

Likantur has to go to Jeh Island. Each brother says he has to paddle harder if he takes her. Likantur carries a pandanus sail. To make the sail, she has to strip the pandanus. Then she has to dry the leaves. Then she has to weave.

20. Rewrite the paragraph. Change has to to had to.

21. Rewrite sentences 4, 5, and 6. Change has to to have to. Change she to I.

22. Rewrite the paragraph. Add for two days at the end of the last two sentences.

Model 29

Likantur made a sail. She was eager to help one of her sons become king.

Jabro took his mother with him on the canoe. He loved her very much.

On Jeh Island, Likantur bathed Jabro in a clear pool. She sewed him a new skirt. She made him a new necklace.

20. Rewrite the passage. Add had to before the main verbs in sentences 1, 6, and 7. Change the main verbs from the past to the present tense in those sentences.
21. Rewrite the passage. Add had to before the main verb. Change the main verbs in sentences 1, 3, 5, 6 and 7 from the past to the present tense in those sentences.
22. Rewrite the passage. Add in an hour to the end of sentence 6.
23. Rewrite the 3rd paragraph. Add didn't have to before the main verb in each sentence. Change the main verb from the past to the present tense in those sentences.

Every morning Paulino fetches water. He washes his face and brushes his teeth. He sweeps the yard before he goes to school.

After school, he studies. Sometimes he watches the baby or he gathers breadfruit.

21. Rewrite the passage. Change Paulino and he to I; change his to my.
22. Rewrite the passage. Add for an hour at the end of sentence 4.
23. Rewrite the passage. Add doesn't have to before the main verb. Change the main verb to the simple present tense.
24. Change each sentence to a question. Begin each question with Did. Change the main verbs to the simple present tense. Change goes to went in sentence 3.

Model 31 BOOK NINE, Unit VIII.1

The sons of chiefs had to learn many things. They had to learn to fish. They had to learn to make tools. They had to help the people. They had to work with the village people.

23. Rewrite the passage. Change had to to don't have to in each of the sentences.

24. Combine sentences 2 and 3, 4 and 5. Use and.

25. Change each sentence to a question. Begin each question with Do. Change had to have.

Rongerik listened and worked and learned. He learned quickly. He worked willingly. He happily helped others. He gladly taught them anything he knew.

Paluelap was always happy to see Rongerik sharing everything with the people.

24. Rewrite the passage. Combine sentences 2 and 3, 4 and 5. Use and.

25. Rewrite the passage. Change sentences 2, 3, 4, and 5 into questions. Start each question with Did. Change the main verbs to the present tense.

26. Rewrite the passage. Change sentences 2, 3, 4, and 5. In sentence 2 change learned quickly to was quick to learn. Make similar changes in the other three sentences.

Rongerik learned to make a fish trap. Paluelap gladly taught him how to make the trap and where to set it. After two days, Rongerik pulled up the trap. It was full of fish. He was very happy. He proudly shared the fish with the people of the village.

25. Rewrite the paragraph. Change sentences 4 and 5 to questions. Start each question with Was.

26. Rewrite the paragraph. Change sentence 2. Use was glad to teach in place of gladly taught. Make a similar change in sentence 6.

27. Rewrite the paragraph. Change Rongerik to Vilora. Change he to she and him to her.

Paluelap was eager to make Rongelap's trap. He was happy to help his lazy son. He made the trap with no door.

When the trap was finished, Rongelap proudly showed it to Rongerik. He happily set his trap in the water.

26. Rewrite the passage. Change proudly showed to was proud to show in the first sentence of the second paragraph.

27. Rewrite the passage. Change Paluelap to Likantur. Change he to she and his to her.

28. Rewrite the first paragraph. Add n't to the word was in the first two sentences.

Model 35

Anako and Timothy were good students. They were eager to learn. They were happy to be in school. They were glad to study. They were willing to learn many new things.

Ribon and Sepe were not eager to learn. They were not happy to come to school. They wanted to stay at home and play.

27. Rewrite the passage. Change Anako and Timothy to Linda. Change they to she; were to was.
28. Rewrite the passage. Change Anako and Timothy to Linda. Change they to she; were to was. Add n't to the word was in each sentence.
29. Rewrite the paragraph. Change good students to good children at home. Replace the words learn, in school, study and learn many new things with other words that are appropriate.

Hina and Rua's parents were going to visit relatives on Thouthou. They were going to take Hina and Rua along. "How far is it to Thouthou?" Hina asked.

"It's about six miles. We will be gone all day. We will be back by sunset."

28. Rewrite the passage. Add n't to were in sentence 2. Change will to won't in sentence 6.

29. Rewrite the passage. Change Thouthou to Guam. Fill in the appropriate miles in sentence 4.

30. Rewrite the passage. Change sentences 1 and 2 to questions using negative tags, e.g., "Hina and Rua's parents were going to visit relatives on Thouthou, weren't they?"

Hina's father was very angry at her. He told her to go away. Hina walked to the seashore. Her brother Rua ran after her.

She told him she might go to Nukuoro. Nukuoro was about 200 miles away.

29. Rewrite the passage. Change Nukuoro to Saipan. Fill in the appropriate miles in the last sentence.

30. Rewrite the passage. Change all the statements to question using affirmative tags, e.g., "Hina's father wasn't angry, was he?"

31. Rewrite the passage. Combine the first two sentences. Use who. Begin the sentence with: "Hina's father who was very angry ____________________."

Model 38

Rua loved his sister very much. He wanted to go to Nukuoro with her. She told him he had to remain at home.

She wanted him to be a good boy. She wanted him to take care of their parents.

30. Rewrite the passage. Change all the statements to questions using tags. Use affirmative tags in the first paragraph; negative tags in the second.

31. Rewrite the passage. Combine the first two sentences. Use who.

32. Rewrite the passage. Add on the island of Kapinga at the end of sentence three.

Hina's mother missed her very much. She cried for a whole week. Finally, her husband said he would bring Hina back.

He went to Tinirau. He begged Hina to return with him. Hina was glad to return home. Her mother was happy to see her.

31. Rewrite the passage. Combine the first two sentences. Use who.

32. Rewrite the passage. Add the island of before Tinirau in sentence 4.

33. Rewrite the passage. Combine sentences 2 and 3. Use the conjunction until.

Model 40

Linda's parents were going to Sokehs. Linda and her little sister, Anna, wanted to go, too. Their parents didn't want to take them. Anna was small.

Anna cried and cried. Finally their parents took Linda and Anna along to Sokehs.

32. Rewrite the passage. Add *the island of* before Sokehs in sentences 1 and 6.

33. Rewrite the passage. **Combine** sentences 5 and 6. Use the conjunction *until*.

34. Rewrite the passage. **Invert** the order of sentences 3 and 4. Combine the two sentences by starting off with *Since*.

Milad was a poor woman. She had to work hard. She had to gather her own taro. She had to eat only what she grew in her garden.

Terkelel was glad to help Milad. He was happy to help Milad get some fish. He was happy to share the fish with the people.

34. Rewrite the paragraph. Combine sentences 1 and 2. Start the sentence with Since.

35. Rewrite paragraph 1. Change Milad and she to I and make other pronoun changes where necessary.

36. Rewrite paragraph 2. Change Terkelel and he to you. Make necessary verb changes. Change Milad to me.

Milad was very excited over the egg. She found it while she gathered taro. It hatched while she cooked supper.

Her neighbor wanted to see the egg. He wanted to see how big it was. He knew it must be a magic egg.

35. Rewrite paragraph 1. Change Milad and she to I.

36. Rewrite paragraph 2. Change her neighbor and he to you.

37. Rewrite the passage. Invert sentence 3 so that it begins with While and ends with hatched.

Terkelel felt sorry for Milad. He wanted to help her. One day, while she worked in the taro field, he swam out to sea. While he swam, he thought to himself. "Milad is working while I'm swimming. I will help her. While she's working, I'm going to get fish. While she is gathering taro, I will be getting fish."

37. Rewrite the paragraph. Invert sentences 3, and 5. Begin with While.

38. Rewrite the paragraph. In the last sentence, add from the field after taro. Also add from the ocean after the word fish.

39. Rewrite the passage. Add some before fish in sentence 7 and also before taro in sentence 8.

Milad was very happy with the breadfruit tree that gave her fish. Her neighbors were happy, too. She gave them the fish. Terkelel was happy too because Milad was happy.

The neighbor told Terkelel, "You are good to Milad. She is lucky to have you."

"She is good to me, too," Terkelel answered. "While I am here, I want to help her."

"See how happy she is. She is clapping while the fish are splashing."

38. Rewrite the passage. Add in Ngibtal after the word here in sentence 8. Add on the ground after the word splashing in the last sentence.
39. Rewrite the passage. Add some of before fish in sentences 3 and 10.
40. Rewrite the passage. Add big before the word breadfruit in sentence 1. Also add big before fish in the last sentence.

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ENGLISH

Book IX

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University of Hawaii
Honolulu, Hawaii
June, 1969

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To the Teacher:

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions--anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc., are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects, you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The Procedure tells you step by step how to proceed with the lessons. Follow the steps carefully. You may insert songs, and relaxation activities in between steps when children seem restless.

Dialog:

Dialogs should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One half takes one role; other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals. (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn at least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song it you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands.

The teacher should first demonstrate the activity while the students watch. The second time they children try to follow the motions. The third time they try to repeat the words and follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller and smaller groups until you get down to individual responses.

Reading and Writing Exercises: In Books VII and VIII there are reading and writing exercises included in each lesson. These exercises are for the purpose of reinforcing the oral structures. They are not designed as complete reading and writing programs in themselves.

There are student booklets for these exercises. Do the oral lesson first and then pass out the booklets to do the reading and writing parts.

We suggest that writing booklets be made for each child. Simply cut 8 x 10 lined paper into half and provide as many pages as there are per booklet. This way you will have all the students' papers from models 1-50 for each book.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1. Indication of the structure(s) to be tested.
2. List of items needed to give the test, such as certain visual-aids.

3. Instructions as to how to give the test, usually including examples for the teacher and/or the students.
4. Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWER.

For example:

1. If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

2. If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0

3. If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$

4. Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

1. If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

2. If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of

students times number of possible answers), the result is 200.

Therefore, the number of possible correct answers for the entire class is 200.

3. Here are the scores (actual correct answers) of the 20 children:
   5 8 5 5 9 10 10 4 0 0
   3 5 7 8 9 1 7 3 3 8

   Adding these scores together, the total count of actual correct answers is 110.

4. Looking at the original formula, multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5. Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. If would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books, the tests have been written to be presented aurally and responded to orally. However, as the books progress, more and more of the tests are written so as to be presented in a written form or aurally to be answered on paper. These latter tests, being written rather than oral, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK NINE, Unit I

Lesson 1

A. Aim of Lesson: To review greetings.
To teach structures: 1) What was ....?
2) What ______ was it?

B. Preparation Needed: Get a calendar.
Picture #1.
Learn "Thirty Days Hath September" before you teach it.
Put reading and writing model on board.

C. Procedure:

1. Review:
   a. Good morning, class. I'm Miss/Mr./Mrs. ________, your new teacher.

      Good morning, Miss/Mr./Mrs. ___________.

   b. Do chain drill around room.
      Student A: I'm ______. What's your name?
      Student B: I'm ______. What's your name?
      etc.

2. New Lesson:
   a. Tell the class the following narrative and dialogue twice.

      Summer vacation was over and it was the first day of school again. School began on Tuesday, September 5th because Monday was Labor Day. Labor Day was a holiday. The teacher greeted the class and asked the children the date.

      Teacher: What's today's date?

      Class : It's September 5th.

      Teacher: What was yesterday's date?

      Class : September 4th.

      Teacher: What day was it?

      Class : Monday, Labor Day.

   b. Be sure they understand the dialogue. Ask questions.

Lesson 1 (continued)

c. Go through steps in learning a dialogue.
   1) Say each line of the dialogue several times.
   2) Have whole class repeat each line after you.
   3) Take one part and have class take the other part.
   4) Have one half take one part, the other half the other.
   5) Have individuals take parts.

These steps may be varied. Just see that you move from large group response to small group response to individual responses. Be sure to alternate parts so that all get to say both parts.

Correct sound and intonation errors as they occur, but do not dwell on them. If a child cannot produce the correct sound after three trials, go to the next one. Keep a mental note of which children need further work.

d. Pronunciation drill procedure (to be used wherever necessary)

   1) Pronounce contrasting words, first one set then the other.

   2) Pronounce contrasts in pairs.

   3) Have them say first one set then the other after you.

   4) Do the same with pairs.

   5) Ask whether pairs are the same or different. Children do not repeat. Be sure to have more differents than sames.

   6) Have them say 1 when you pronounce words beginning with /s/ and 2 when you pronounce words beginning with /z/. You could have them indicate 1 or 2 with their fingers.

   7) When you are sure that more than half of the class can distinguish the two sounds, you indicate to them which sound you want pronounced. Use 1 finger for /s/ and 2 fingers for /z/.

1	2
sip	zip
Sue	zoo
sap	zap
sewn	zone

   8) Put words on board.

Lesson 1 (continued)

e. Substitution drills:

1) What was yesterday's date?
Monday's
Tuesday's
etc.

Chain drill around room:
Student A: What was yesterday's date?
Student B: It was September 4th.
What was yesterday's date?
Student C: It was September 4th.
etc.

2) What day was it?
month
year (1967, etc.)
week (the first week, etc.)

Chain drill around room:
Student A: What day was it?
Student B: It was Monday.
What day was it?
Student C: It was Monday.
etc.

f. Reading:

Read the whole selection twice. Have children just listen. Ask them the questions and have them answer orally. Supply answers only if they cannot answer. When you are sure they understand the selection, have them repeat each line after you. Watch for sound and intonation errors. Correct errors promptly.

Today's date is September 5th. Yesterday's date was September 4th. It was Monday, Labor Day.

Questions: Have them answer with more than yes or no.

1. Is today's date September 4th?
2. Was yesterday's date September 6th?
3. Was it Tuesday?
4. Was it Labor Day?
5. What day was yesterday?
6. What day is today?

Lesson 1 (continued)

g. Writing:

Do this only after you have done the reading orally. Children should not be asked to write what they have not read or practiced orally.

EACH PARAGRAPH IS A MODEL. EACH MODEL WILL HAVE SEVERAL MANIPULATIVE STEPS WHICH CAN BE PERFORMED ON IT. A MANIPULATIVE STEP MEANS ONE OR MORE GRAMMATICAL CHANGES WHICH NEED TO BE MADE. TELL THE CHILDREN THAT IF THEY DO STEP 1 CORRECTLY, THEY ARE TO GO ON TO STEP 2 OF THE NEXT MODEL. IF THEY MAKE MISTAKES, THEY MUST REPEAT THE SAME STEP ON THE NEXT MODEL.

Use the paragraph you have just read.

1) Copy the paragraph. Use your best handwriting.

3. Evaluation:

Set up the following situations. Ask the children what they would say. Have them do dialogues.

a. John wants to know what yesterday's date was. He asks Timothy. Timothy tells him. (You may use names of children in the class.)

b. Maria cannot remember what month last month was. She asks John.

c. Timothy cannot remember what month last month was. He asks John. John tells him.

4. Song to teach whenever a break is needed.

"Thirty Days Hath September"

Thirty days hath September,
April, June, and November.
All the rest have thirty-one
Except February alone
Which has twenty-eight in fine,
And each Leap Year twenty-nine.

BOOK NINE, Unit I

Lesson 2

A. Aim of Lesson: To review structure: I/he/she wasn't.
To teach: not .... anymore.

B. Preparation Needed: Picture #2.
Put reading and writing model on board.

C. Procedure:

1. Review:
   a. Chain drill
      1) What was yesterday's date?
      2) What day was it?

   b. Song "Thirty Days Hath September"

2. New Lesson:
   a. Tell the class the following narrative and dialogue.

On Monday morning John got up at 7:00 to get ready to go to school. His mother asked him where he was going. He said that he was going to school. She said school didn't start until Tuesday because Monday was Labor Day, a holiday. When he got to school on Tuesday, he told his friend Timothy about it.

John : I almost came to school yesterday.

Timothy : Didn't you know it was a holiday?

John : I wasn't thinking.

Timothy : Did you go back to sleep?

John : No. I wasn't sleepy anymore.

Ask the class questions on the dialogue to see if they understood it.

1. Did John go to school yesterday?
2. Did he know it was a holiday?
3. Did he go back to sleep?

b. Teach the dialogue.

c. Pronunciation drill: /h/ - /ø/

1	2
ho	oh
high	eye
heat	eat
hair	air

Lesson 2 (continued)

d. Substitution drills:

1) Were you thinking?
No, I wasn't thinking.
listening
talking
walking
looking
playing

Was he/she thinking?
No, he wasn't thinking.
he
she
John
Timothy
Maria

2) Were you sleepy?
No, I wasn't sleepy anymore.
thirsty
sad
happy
hungry

Was he/she sleepy?
No, he/she wasn't sleepy anymore.

3) Do chain drill for both sets.

e. Reading:

John almost came to school yesterday. He forgot it was a holiday. He didn't go back to sleep because he wasn't sleepy anymore.

1. Who almost came to school yesterday?
2. What did he forget?
3. Did he go back to sleep?

f. Writing:

Use the paragraph you just read.

1. Copy the paragraph.
2. Rewrite the paragraph. Change John to Timothy.

3. Evaluation:

Do multiple slot substitutions for both drills. Call on individuals. Give two cues for each item. e.g.,

Cue	Student A	Student B
you, talking	Were you talking?	No, I wasn't talking.
he, walking	Was he walking?	No, he wasn't walking.

2

BOOK NINE, Unit I

Lesson 3

A. Aim of Lesson: To teach structure: Was I/he/she supposed to...?
Intonation: Rising for questions.

B. Preparation Needed: Picture #3.
Learn "Hey, Ho! Anybody Home" before you teach it.
Put reading and writing model on board.

C. Procedure:

1. Review:
   a. Dialogue
   b. Song, "Thirty Days Hath September"
   c. Pronunciation drill /h/-/Ø/

2. New Lesson:
   a. Tell the class the following narrative and dialogue.

Timothy was a monitor. He was supposed to put the date on the board. He had to learn to spell September. He wasn't sure whether he should put "September" or "S-e-p-t." on the board. He asked the teacher.

Timothy : Miss/Mr. ______, was I supposed to write "September" or "S-e-p-t."?

Miss/Mr. ______: Write out the word "September".

Timothy : Okay. Do you spell it, capital S-e-p-t-e-m-b-e-r?

Miss/Mr. ______: Yes. That's right.

Explain that Sept. is the abbreviation of September. Write both forms on the board and point out the period after Sept. This is the sign which tells us that the word has been abbreviated or shortened.

   b. Teach the dialogue.

   c. Intonation drills:

1) Was I supposed to write September or S-e-p-t.?
August A-u-g.?
etc.

Lesson 3 (continued)

2) Do you spell it, capital S-e-p t-e-m b-e-r?
A-u g-u-s-t?
N-o v-e-m b-e-r?

d. Reading:

Timothy asked Miss/Mr. ______ if he was supposed to write "September" or "S-e-p-t." on the board. Miss/Mr. ______ said "September."

(fill in the space with the classroom teacher's name)

Ask the following questions:

1. What did Timothy ask Miss/Mr. ________?
2. Did Miss/Mr. ______ tell him to put "S-e-p-t."?
3. What did she/he say?

e. Writing:

Use the paragraph you just read.

1. Copy the paragraph.
2. Rewrite the paragraph. Change Timothy to John.
3. Rewrite the paragraph. Change Timothy to Maria.

3. Evaluation: Chain

Student A: Was I supposed to write "September" or "S-e-p-t"?
Student B: September.
Was I supposed to write "October" or "O-c-t."?

4. Song: "Hey, Ho! Anybody Home?"

Hey, Ho! anybody home?
Meat and drink or money have I none,
Yet I will be merry, merry, merry.

BOOK NINE, Unit I

Lesson 4

A. Aim of Lesson: To teach structure: It/He/She was, wasn't it/he/she

B. Preparation Needed: Pictures #4, 5, and 6.
Put reading and writing model on board.

C. Procedure:

1. Review:
   a. Intonation for spelling.
   b. Song "Hey, Ho! Anybody Home?"

2. New Lesson:
   a. Tell the following narrative and dialogue.
   b. Be sure they understand dialogue. Ask questions.

Everyday the children took turns checking the attendance. It was John's turn. He noticed that Linda was absent again. When Miss/Mr. ______ asked him who was absent, he told her/him.

Miss/Mr. ______: Who's absent today, John?

John : Linda.

Miss/Mr. ______: She was absent yesterday, wasn't she?

John : Yes. She was.

Miss/Mr. ______: Do you think she's sick?

   c. Teach the dialogue.

   d. Pronunciation drill: /s/ - /š/

1	2
sip	ship
Sam	sham
sop	shop
see	she

   e. Conversion drills:

1) Change the following sentences from was to wasn't.
Was she absent? (cue) No, she wasn't absent.
present
happy
etc.

Lesson 4 (continued)

2) Change the following sentences into questions by adding wasn't she?.

Cue	Response
She was happy.	She was happy, wasn't she?
sad	
thirsty	
sick	
absent	
present	

As soon as possible just give the cue word to one group so they can make the statement while another group responds.

3) Change the following sentences into questions by adding was she?.

Cue	Response
She wasn't happy.	She wasn't happy, was she?
thirsty	
sad	
absent	
present	

e. **Reading:**

Miss/Mr. ______ asked John who was absent. He said that Linda was absent. She was absent yesterday, too. Miss/Mr. ______ wondered if she was sick.

Ask the following questions.

1. What did the teacher ask John?
2. Who was absent?
3. Was she absent yesterday?
4. What did the teacher wonder?

f. **Writing:**

Use the paragraph you just read.

2. Rewrite the paragraph. Change John to Timothy.

3. Rewrite the paragraph. Change John to Maria.

4. Rewrite the paragraph. Change Linda to Timothy.

3. **Evaluation:**

Do mixed conversion drills to see how well they can do.

BOOK NINE, Unit I

Lesson 5

A. Aim of Lesson: Review of unit.
To teach structures: 1) here as substitute for adverbial phrases.
2) until

B. Preparation Needed: Picture #7.
Put reading and writing model on board.

C. Procedure:

1. Review:
   a. Any structure which needs drilling.

2. New Lesson:
   a. Tell the following narrative and dialogue.
   b. Be sure they understand the dialogue. Ask questions.

John wanted to find out if Linda was sick. He went to her house to see. When he got there, Linda and her parents weren't there. He saw her grandfather and grandmother. He asked them where Linda was.

John : Linda wasn't in school, so I came to see her.

Grandfather: Linda was here until yesterday. She's not here anymore.

John : Where is she?

Grandmother: She went to Kusaie.

   c. Teach the dialogue.

   d. Pronunciation drills:
      Review all contrasts done to date.

   e. Substitution drills:

      1) Was Linda here until yesterday?
         Yes, she was here until yesterday.
         Monday
         Tuesday
         this month
         this year
         etc.

Lesson 5 (continued)

2) Is she here?
No, she's not here anymore.
in school
at home
in the yard
at the store

f. Reading:

Linda was not in school, so John went to her house. Her grandfather told him that she was not there anymore. He told John she went to Kusaie.

Ask the following questions:

1. Did John go to Linda's house?
2. Was she in school?
3. Was she at home?
4. Did she go to Kusaie?

g. Writing:

3. Rewrite the paragraph. Change John to Maria.
4. Rewrite the paragraph. Change Linda to Timothy.
5. Rewrite the paragraph. Change any of the names you want to.

ACHIEVEMENT TESTS: BOOK NINE, Unit I

Test A

Structure to be tested: tag questions.

Items required: Randomized list of students.

Instructions:

Tell the class that you are going to say a statement, and then will call on someone to repeat that statement, plus a tag question.

For example:

Teacher:	She was hungry.
Student:	She was hungry, wasn't she?
Teacher:	He wasn't hungry.
Student:	He wasn't hungry, was he?

Test-items:

1. She was happy.
2. He wasn't absent.
3. She wasn't home.
4. She wasn't worried.
5. He was sick.
6. He was thirsty.
7. She was sad.
8. He wasn't here.

When the items have all been used, start through the list again using the same items or variations of these.

Scoring:

Give 1 point to each student who responds with a correct sentence.

ACHIEVEMENT TESTS: BOOK NINE, Unit I

Test B

Structure to be tested: (dates) It is/was ________.
It will be ________.
Yes, it was _______.

Items required:
1) Randomized list of students.
2) Large calendar of this year that can be seen clearly by everyone.

Instructions:

Review very briefly what the class has learned about the calendar, i.e., pointing out today's date and realizing that everything before today is past tense and everything after today is future.

Tell the class that you are going to ask questions of them individually, and they are to answer you with a statement, e.g., "It is January 4th."

For example:

Teacher : What was Monday's date? (any day permissible except today)
Response: It was January 4th.

Teacher : What year will it be in 2 years?
Response: It will be 1970. (If this year is 1968)

When they understand what they are to do, continue using the following test-items:

Test-items:

1. What is today's date?
2. What was yesterday's date?
3. What was ______'s date? (some day other than today or yesterday)
4. Same as #3, but use a different day.
5. "
6. " (use all days of the week)
7. "
8. What month is it?
9. What was last month?
10. What year is it?
11. What year was it last year?
12. What year will it be next year?

Scoring:

Give 1 point for the exact correct response.

Test C

Structure to be tested: /s/-/z/; /h/-/∅/; /s/-/š/

Items required: 1) Each student needs paper and pencil.

Instructions:

Tell the students that this minimal-pair test is made up of three different sets.

The first set tests /s/ vs. /z/, as in sue and zoo.
The second set tests /h/ vs. /∅/, as in high and eye.
The third set tests /s/ vs. /š/, as in sea and she.

Have them number their papers in three columns, 1-8, 9-16, and 17-24.

They should listen to you say each pair twice, and then mark "S" for "same" (if the two words they hear sound alike), or "D" for "different".

Test-items:

	/s/-/z/			/h/-/∅/			/s/-/š/	
1.	sip-sip	S	9.	high-eye	D	17.	sip-sip	S
2.	zoo-sue	D	10.	oh-oh	S	18.	Sam-sham	D
3.	sap-sap	S	11.	ear-hear	D	19.	shop-shop	S
4.	zone-zone	S	12.	hair-hair	S	20.	see-see	S
5.	seal-seal	S	13.	heat-eat	D	21.	ship-sip	D
6.	sap-zap	D	14.	hear-hear	S	22.	shop-shop	S
7.	zeal-seal	D	15.	ho-ho	S	23.	she-see	D
8.	zoo-zoo	S	16.	high-high	S	24.	sop-sop	S

Scoring:

There are 24 points possible for each student.

BOOK NINE, Unit II

Lesson 1

A. Aim of Lesson: To teach structures:
1) Where did ______ come from?
2) ______ came from ______.

B. Preparation Needed: Picture #8.
Put reading and writing model on board.

C. Procedure:

1. Review:
   a. Any structures from UNIT I that need drilling.
   b. Songs.

2. New Lesson:
   a. Tell the class the following narrative and dialogue.

When Linda went to Kusaie to live, the children in school wanted to know where she came from. She told them she came from Kolonia. They wanted to know where she was living now. She told them she lived at her uncle's house.

Anako: Where did you come from?

Linda: I came from Kolonia.

Joab : Where do you live now?

Linda: I live at my uncle Salik's house.

b. Be sure they understand the dialogue. Ask them questions.

1) What did Anako ask?
2) What did Linda say?
3) What did Joab want to know?
4) Was Linda at her grandfather's house?

c. Teach the dialogue.

d. Substitution drills:

1) Where did Linda come from?
John
you
Linda and John

Lesson 1 (continued)

2) She came from Kolonia.
He
I
They

3) Put 1 and 2 together.

Cue		
Linda	Group 1:	Where did Linda come from?
	Group 2:	She came from Kolonia.
John	Group 1:	Where did John come from?
etc.	Group 2:	He came from Kolonia.

4) Where does Linda come from?
John
Timothy
Maria
the woman
the man

5) She comes from Kolonia.
He

6) Put 4 and 5 together.

Cue		
Linda	Group 1:	Where does Linda come from?
	Group 2:	She comes from Kolonia.
John	Group 1:	Where does John come from?
	Group 2:	He comes from Kolonia.
etc.		

Be sure to alternate parts so that both groups have a chance to ask and answer questions.

e. Reading: (These reading selections could be put on charts if you want them for practice purposes)

Anako asked Linda where she came from. Linda told her she came from Kolonia. Joab wanted to know where she lived now. Linda told him she lived at her uncle's house.

Lesson 1 (continued)

1. Who asked Linda where she came from?
2. Where did Linda come from?
3. What did Joab want to know?
4. What did Linda say?

f. Writing:

3. Rewrite the paragraph. Change Joab to Maria.

4. Rewrite the paragraph. Change Linda to John.

   Be sure to change she to he, her to him, and her to his where you need to.

D. Evaluation:
1. Do chain drill:

a. Student A: Where did Linda come from?
Student B: She came from Kolonia.
Where did John come from?
Student C: He came from Kolonia.
Where did you come from?
Student D: I came from ... etc.

You may have to give them cues for the first set.

b. Student A: Where does Linda come from?
Student B: She comes from Kolonia.
Where does John come from?
Student C: He comes from Kolonia.
Where does the woman come from?
Student D: She comes from ... etc.

2. Song: "Where Did You Come From?"

Where did you come from,
Come from, come from?
Where did you come from?
I want to know.

I came from Kolonia,
Kolonia, Kolonia,
I came from Kolonia,
Kolonia today

Substitute you with other possible pronouns. You could also substitute place names which fit the melody without too much distortion in pronunciation.

BOOK NINE, Unit II

Lesson 2

A. Aim of Lesson: To teach structures:
Which ______ did ______ live in?
used to ______

B. Preparation Needed: Picture #9.
Put reading and writing model on board.

C. Procedure:

1. Review:
   a. Song "Where Did You Come From?"
   b. Pronunciation /h/-/Ø/, /s/-/z/, /s/-/s/
   c. Dialogue

2. New Lesson:
   a. Tell the following narrative and dialogue.

Anako asked Linda which village in Kolonia she used to live in. Anako had a cousin who lived in Kusaie Village in Kolonia. Linda told her that she used to live there.

Anako: Which village in Kolonia did you live in?

Linda: I used to live in Kusaie Village.

Anako: Oh, that's where my cousin lives.

Linda: Maybe I know her.

b. Be sure they understand the dialogue. Ask them questions.
   1) What did Anako ask Linda?
   2) Which village did Linda live in?
   3) Who lived in the same village?
   4) Did Linda know her? (We don't know yet.
      She said maybe.)

c. Teach the dialogue.

1)

1	2
live	lip
leave	leap
salve /sæ·v/	sap
dove /dowv/	dope

Lesson 2 (continued)

2) Practice saying:

used to live
play
sing
work
swim

It is spelled used to but pronounced /yuws to/.

e. Substitution drills:

1) Which village did you live in?
municipality
district
house
building

2) I used to live in Kusaie Village.
Kolonia.
Ponape District.
the white house.
the big building.

3) Put drills 1 and 2 together. Have half of class ask while the other half answers.

4) Which village do you live in now?

5) I live in ________ village.

f. Reading:

Anako asked Linda which village in Kolonia she used to live in. Linda said that she used to live in Kusaie Village. Anako said that her cousin lived there. Linda said that maybe she knew her.

1) Who wanted to know which village Linda lived in?
2) What did Linda tell her?
3) Who lived in the same village?
4) What did Linda say?

g. Writing:

4. Rewrite the paragraph. Change Anako to Joab. Be sure to change her to his.

Lesson 2 (continued)

5. Rewrite the paragraph. Change Anako to Anako and Joab. Be sure to change her to their.

D. Evaluation:

1. Ask the children if there is anybody who has moved. List their names and the villages they used to live in. If there isn't anybody who has moved, make some up.

   Ask the children what they could say when they want to know which village someone used to live in and where they live now.

   Which village did you live in?
   I used to live in ______ village.
   Where do you live now?
   I live in ______ village.

Lesson 3

A. Aim of Lesson: To teach structures:
1) We/They used to be _______s.
2) Sandhi form of did you /dijuw/.
3) Question intonation.

B. Preparation Needed: Picture #9.
Put reading and writing model on board.
Learn song "Did You Ever See a Lassie?"

C. Procedure:

1. Review:
   a. Which village did you live in?
   I used to live in _______ village. etc.

   b. Which village do you live in now?
   I live in _______ village.
   etc.

2. New Lesson:
   a. Tell the class the following narrative and dialogue.

   Anako told Linda her cousin's name. It was Maria Albert. Linda knew her. She used to go to school with her. They used to be in the same class.

   Anako: My cousin's name's Maria Albert. Did you know her?

   Linda: Oh, yes. I used to go to school with her.

   Anako: Were you in the same class?

   Linda: Yes. We used to be classmates.

   b. Be sure they understand the dialogue. Ask them questions.

   1) What is Anako's cousin's name?
   2) Does Linda know her?
   3) Why does Linda know her?

   c. Teach the dialogue.

Lesson 3 (continued)

d. Pronunciation and intonation drill.

1) Did you know her?
see
hear
meet

2) Were you in the same class?
school?
grade?
group?

e. Substitution drills.

1) Were you classmates in Kolonia?

they friends

partners

monitors

2) Yes. We used to be classmates in Kolonia.

They friends

partners

monitors

3) No. We weren't classmates in Kolonia.

friends

partners

monitors

4) Put drills 1 and 2 together. Practice asking and answering questions.

5) Put drills 1 and 3 together.

6) Mix "yes" and "no" answers.

f. Reading:

Anako told Linda her cousin's name. It was Maria Albert. Linda knew her. She used to go to school with her. They used to be in the same class.

Lesson 3 (continued)

g. Writing:

Use the paragraph you just read.

4. Rewrite the paragraph. Change Maria to Josef.
   Be sure to change her to him.

5. Change Anako to Anako and her brother.
   Be sure to change her to their.

6. Change Anako to Anako and I. Be sure to change
   her to our.

D. Evaluation:

1. Present the following situations:

a. You and ______ were classmates last year.
______ wants to know if you were classmates.

What would ______ say?
What would you say?

(Use the names of people in the class in the blanks.)

b. (Maria) and (Linda) used to be partners last year.
(Joab) asks you if they were partners.

What would (Joab) say?
What would you say?

c. (Joab) wants to know if (Linda) knew (Maria) last year.

What would he say?

2. Song "Did You Ever See a Lassie?"

Did you ever see a lassie,
A lassie, a lassie?
Did you ever see a lassie,
Go this way and that?

Go this way and that way
And this way and that way?
Did you ever see a lassie,
Go this way and that?

Lesson 3 (continued)

a. Change lassie to laddie for the second stanza.
Lassie means girl.
Laddie means boy.

b. Where it says go this way and that?, think of appropriate motions to use. Here are some suggestions.

1) Two distinctly different motions.
   - clap hands and bow
   - stand up and sit down
   - shake head for no, nod head for yes
   - make "calling" hand motion and "stop" hand motion
   - run and stop

2) The same motion, first in one direction then in the other.
   - tap left foot, then right foot
   - walk to left, then to right
   - nod head to left, then to the right
   - tap shoulder of person on left, then tap shoulder of person on right
   - shake hand of person on left, then the person on the right

   (The last two would be better done in a circle.)

Lesson 4

A. Aim of Lesson: To teach structure and intonation;

Did you know him/her/them, too?

Yes. I used to know him/her/them, too.

B. Preparation Needed: Picture #10.
Put reading and writing model on board or chart paper.

C. Procedure:

1. Review:
   a. Were you classmates in Kolonia?
      Yes. We used to be classmates in Kolonia.
      No. We weren't classmates in Kolonia.

   b. Song, "Did You Ever See a Lassie?" and motions.

2. New Lesson:
   a. Tell the following narrative and dialogue to class.

When Joab heard that Linda knew Anako's cousin, he asked Linda if she knew his cousin, Timothy Johnny. She said that she knew him, too.

Joab : You used to know Maria Albert, didn't you.

Linda: Yes. We used to be classmates.

Joab : Did you know Timothy Johnny, too?

Linda: Yes. He used to be my classmate, too.

   b. Ask the following questions.

      1) What did Joab say to Linda?
      2) Did Linda know Maria Albert?
      3) Who did Joab ask about?
      4) Did Linda know him, too?
      5) Were they classmates?

   c. Teach the dialogue.

   d. Pronunciation drill: /t/-/θ/

tin	thin
ting	thing
tick	thick
tank	thank

Lesson 4 (continued)

e. Intonation practice.

1) Did you know Timothy Johnny, too?

Maria Albert
Joab
Anako
Timothy and Maria
Joab and Anako

2) Did you know him, too?

her
them

3) Put drills 1 and 2 together.

Group 1

Did you know Timothy Johnny, too?

Maria Albert
Joab
Anako
Timothy and Maria
Joab and Anako

Group 2 (alternately with Group 1)

Did you know him, too?

4) Yes, I used to know him, too.

her
them

No, I didn't know him.

her
them

5) Put drills 1, 2, and 4 together.

Lesson 4 (continued)

Cues		
Timothy Johnny	Group 1:	Did you know Timothy Johnny, too?
	Group 2:	Did you know him, too?
yes	Group 3:	Yes. I used to know him, too.
Maria Albert yes		
Joab no		
Anako no		
Timothy and Maria yes		
Joab and Anako no		

f. Reading:

Anako told Joab that Linda used to know her cousin Maria Albert. They used to be classmates. Joab asked Linda if she knew his cousin Timothy Johnny. Linda said Timothy used to be her classmate, too.

1) How did Joab find out that Linda knew Maria?
2) Who was Timothy Johnny?
3) Did Linda know him?
4) How do you know?

g. Writing:

Use the paragraph you just read.

5) Rewrite the paragraph. Change Joab to Joab and his sister. Be sure to change his to their.

6) Rewrite the paragraph. Change Anako to Anako and I. Be sure to change her to our.

7) Rewrite the paragraph. Change Anako to I. Be sure to change her to my.

Lesson 4 (continued)

D. Evaluation:

1. Have the children ask each other if they knew other children in the classroom last year. Have them answer with
   "I used to know..." or
   "He/She/They used to be..."

2. Make up fictitious names and have them ask if they know or knew them. The answers in this case would be no.

   e.g. Did you know ______ and ______ last year?
   Yes. I used to know them.
   We used to be classmates.

   Did you know ______ last year?
   Yes. He used to be my partner.

   etc.

   Did you know Melchior last year?
   No. I didn't know him.
   He wasn't in my class.

   No. He/She/They wasn't/weren't here.

   etc.

   Accept any correct and appropriate pattern they have learned so far.

BOOK NINE, Unit II

Lesson 5

A. Aim of Lesson: To review lessons 1-4.

B. Preparation Needed: A list of structures in lessons 1-4 that the children need drill on and supplementary drills.
If they have mastered the structures, use this lesson.

C. Procedure:

1. Review structures that need drilling.
2. Sing songs they have learned or use them whenever they need a change in pace.
3. New Lesson:

    a. Tell the following narrative and dialogue.

    The children talked about where their fathers and mothers had come from. Anako's mother came from Ebeye, but her father came from Kusaie. Linda's mother came from Kolonia, but her father came from Kusaie, too. Joab asked Linda if her father used to know Anako's father.

    Anako: My mother used to live in Ebeye.

    Linda: My mother comes from Kolonia.

    Joab : Where did your father come from, Anako?

    Anako: He was born in Kusaie.

    Linda: My father was born in Kusaie, too.

    Joab : Did your father know Anako's father?

    Linda: Yes. He used to play with him. They used to be classmates.

    b. Be sure they understand the dialogue. Ask questions.

    1) Where did Anako's mother come from?
    2) Where does Linda's mother come from?
    3) Who was born in Kusaie?
    4) Did Linda's father know Anako's father?
    5) How do you know?

Lesson 5 (continued)

c. Teach the dialogue.

d. Have those who have moved raise their hands. Put their names on the board. Tell the children that they are to ask, "Where did you come from?" when asking people who have moved and "Where do you come from?" when asking people who have not moved. See if they can remember what to ask whom.

Do the same for:

"Which village did you live in?"
"Which village do you live in?"

f. Put the following questions on the board. Have children write the answers into a paragraph. Before you have them write, be sure to read it together and check comprehension. Do the first answer together. If children can not do it on their own, do it at the board together, then have them copy the paragraph.

1) Who asked Linda where she came from?

2) Who said she came from Kolonia?

3) Who asked her if she knew her cousin Maria?

4) Who said she did?

Anako asked Linda where she came from. etc.

ACHIEVEMENT TESTS: BOOK NINE, Unit II

Test A

Structures to be tested: /v/-/p/; /t/-/θ/

Items required: 1) Each student needs a paper and pencil.

Instructions:

Tell the students that this minimal-pair test is made up of two sets.

The first set is /v/ vs. /p/, as in "live" and "lip".
The second set is /t/ vs. /θ/, as in "tin" and "thin".

Have them number their papers in two columns, *i.e.*, 1-10 and 11-20.

Tell them to listen carefully to you while you say each pair twice. They are to mark "S" for "same" (if the two words they hear sound alike), or "D" for "different".

Test-items:

/v/-/p/

1.	live-lip	D
2.	leap-leap	S
3.	sleep-sleep	S
4.	salve-sap (note: silent "l" in "salve")	D
5.	dope-dope	S
6.	live-live	S
7.	sieve-sip	D
8.	crepe-crepe (note: pronounced /kreyp/)	S
9.	dope-dove	D
10.	sleeve-sleep	D

/t/-/θ/

11.	tin-thin	D
12.	tree-tree	S
13.	thing-thing	S
14.	thread-thread	S
15.	tank-thank	D
16.	tick-tick	S
17.	tread-thread	D
18.	tin-tin	S
19.	thank-thank	S
20.	tree-three	D

Scoring: There are 20 points possible per student.

ACHIEVEMENT TESTS: BOOK NINE, Unit II

Test B

Structures to be tested: used to; comes from

Items required:

1) Each student needs a paper and pencil.
2) Write the following words on the board before class:
    - come from
    - comes from
    - live
    - used to
    - used to
    - used to
    - was born
    - which

3) Write the test-item sentences on the board before class (or on a large piece of paper,) but cover it so it cannot be seen.

Instructions:

Tell the students that you are going to read them a dialogue several times. Then you will show them the dialogue written on the board, but with some words missing. They are to fill in the blanks on their own papers, using words from the list on the board.

Dialogue:

Emiko: My mother (used to) live in Mokil.

Lena : My mother (comes from) Pingelap.

John : Where did your father (come from), Emiko?

Emiko: He was born in Sokehs.

John : (Which) village did he (live) in?

Emiko: He (used to) live in Sekere.

Lena : My father (was born) in Sokehs, too.

John : Did your father know Emiko's father?

Lena : Yes. He (used to) play with him.

Scoring:

Each student can receive 8 possible points.

BOOK NINE, Unit III

Lesson 1

A. Aim of Lesson: To teach structure: you _____ but I _____.
Adverbial phrases with when.
Close to and far from.

B. Preparation Needed: Sets of contrasting sounds /v/-/p/
and /t/-/θ/
Pictures of a scooter, jeep, car, truck,
boat, carabao.

C. Procedure:

1. Review:
   a. Pronunciation:
      /v/-/p/
      /t/-/θ/

   b. Structures:
      Did you know _____ last year?
      Yes. I knew him/her.
      He used to be my partner.

      No. I didn't know him.
      He wasn't in my class.

2. New Lesson:
   a. Tell the following narrative and dialogue.

John and Timothy talked about how they came to school. Timothy lived very close to school. He walked every day. John did not live close to school. He rode to school on a scooter with his father.

Timothy : You're lucky, John. You ride on a scooter but I walk.

John : Yes, but you live close to school.

Timothy : That's right.

John : When the scooter doesn't work, I walk, too.

1) Who rode on a scooter to school?
2) Did Timothy ride on a scooter, too?
3) Did he live far from school?
4) When did John walk?

   b. Teach the dialogue.

Lesson 1 (continued)

c. Substitution drills:

1) You ride on a scooter but I walk.

boat
in a car
on a carabao
in a jeep
in a truck

2) When the scooter doesn't work, I walk.

boat
car
jeep
truck

we
they
you

d. Explain close to and far from.

Point to a child who sits close to you. Say:
________ sits close to me.
Point to a child who sits far from you. Say:
________ sits far from me.
Use same procedure with other objects close to and far from other objects and children.

e. Reading:

Timothy walked to school but John rode on a scooter. Timothy thought that John was lucky. John thought that Timothy was lucky because he lived so close to school. When the scooter didn't work, he walked.

1) Did Timothy and John walk to school?
2) Why did John think Timothy was lucky?
3) What happened when the scooter didn't work?
4) Who do you think is lucky?

f. Writing:

5) Rewrite the paragraph. Change Timothy to Timothy and his brother. Be sure to change he to they. Also change was to were where you need to.

6) Rewrite the paragraph. Change John to John and I. Be sure to change he to we. Also change was to were where you need to.

Lesson 1 (continued)

7) Rewrite the paragraph. Change Timothy to I. Be sure to change he to I where you need to.

8) Rewrite the paragraph. Put every day at the beginning of the first sentence. Change walked to walks. Also change all the other verbs. (rode, thought, was, lived, didn't)

D. Evaluation:

1. Ask the children how they come to school. If they all walk, pretend that some of them come by boat or canoe, some by car, and others by scooter.

2. Use variations on the basic dialogue.

a. e.g.
Student A: You're lucky, ______. You ride in a car but I walk.
Student B: Yes, but you live close to school.
Student A: That's right.
Student B: When the car doesn't work, I walk.

b. Student A: You're lucky, ______. You ride in a boat but I walk.
Student B: Yes, but you don't live far from school.
Student A: That's right.
Student B: When the ocean is rough, I walk.

c. Student A: You're lucky, ______. You ride on a scooter, but I walk.
Student B: Yes, but you live close to school.
Student A: You're right.
Student B: When the road is too muddy, I walk.

BOOK NINE, Unit III

Lesson 2

A. **Aim of Lesson:** To teach structure:
I/We/They _____ but he/she _____s.

B. **Preparation Needed:** Picture of teacher with class.

C. **Procedure:**

1. Review:
   a. Structures: You _____ but I _____.
   When the scooter doesn't work, I walk.

   Practice variations 1, 2, and 3 on basic dialogue.

2. New Lesson:
   a. Tell the following narrative and dialogue to the class.

   One day John was late for school. The teacher asked the class how John came to school. Timothy said that he came with his father on their scooter.

   Teacher: John's late today.

   How does he come to school?

   Timothy: His father brings him on their scooter.

   Teacher: Oh. He lives far from school, doesn't he?

   Timothy: Yes, he does. He's lucky. I walk but he rides.

   1) Who was late for school?
   2) What did the teacher want to know?
   3) How did he come?
   4) Where did John live?
   5) What did Timothy say?

   b. Teach the dialogue.

   c. Pronunciation drill:

/f/	/p/
fat	pat
far	par
fawn	pawn
fond	pond

Lesson 2 (continued)

d. Substitution drill:

I walk but he rides.
sing dances.
stand sits.
work plays.

e. Reading:

John was late for school. The teacher asked the class how John came to school. Timothy said that he came to school with his father on their scooter. Timothy said that John was lucky.

1) Why did the teacher ask the class how John came to school?
2) Who brought him to school?
3) Why did John's father bring him to school?
4) Did Timothy ride to school, too?

f. Writing:

6) Rewrite the paragraph. Change John to John and I. Be sure to change he to we, his to our, and their to our. Also be sure to change was to were where you need to.

7) Rewrite the paragraph. Change John to I. Be sure to change he to I, his to my, and their to our.

8) Rewrite the paragraph. Change was to is. Also change all the other verbs to the present tense. (asked, came, said)

9) Rewrite the paragraph. Change on their scooter to in their jeep.

D. Evaluation:

1. Have children ask each other how they come to school.

Student A: How do you come to school?
Student B: I come by boat.
How do you come to school?
Student A: I walk.
Student B: I come to school by boat but he walks.

Tell A and B not to say that they come to school the same way.

Lesson 2 (continued)

2. Have children ask each other whether they live close to or far from school. Tell them to answer according to where they really live.

   Student A: Do you live close to school?
   Student B: Yes, I do. or No, I don't. I live far from school. Do you live far from school?
   Student C: No, I don't. I live close to school.

   etc.

BOOK NINE, Unit III

Lesson 3

A. Aim of Lesson: To teach structure: past but past
e.g. We started early but we had a flat tire.

B. Preparation Needed: Picture of John running to class.
Picture of a scooter with a flat tire.

C. Procedure:

1. Review:
    a. I ______ but he/she ______s.
    b. close to - far from
    c. Pronunciation /f/ - /p/

2. New Lesson:
    a. Tell the following narrative and dialogue to the class.

John came running into the classroom. He was sorry that he was late. The teacher asked him what happened. He said that they had started early but they had had a flat tire. He had to walk to school.

John : I'm sorry I'm late.

Teacher: What happened?

John : We started on time, but we had a flat tire.

Timothy: Did you walk?

John : Yes. All the way.

1) Why was John sorry?
2) What did the teacher say?
3) Did John start on time?
4) Why was he late?
5) Did John walk all the way to school?

b. Teach the dialogue.

c. Pronunciation drill: /t/ - /d/

1	2
time	dime
tire	dire
tear	deer
two	do

Lesson 3 (continued)

d. Substitution drill:

We started	on time but	we had a flat tire.
They	early	they
He	at 7:00	he
I	at 7:30	I
You		you
She		she

e. Reading:

John got to school late. He said that he was sorry he was late. He said his father and he started on time but they had had a flat tire not far from their home. He walked to school.

1) What did John say?
2) Did they start on time?
3) Did he get to school on time?
4) Where did they have a flat tire?

f. Writing:

6) Rewrite the paragraph. Change John to John and I. Be sure to change he to we, his to our, they to we, and their to our. Also change was to were.

7) Rewrite the paragraph. Change John to I. Be sure to change he to I, his to my, they to we, and their to our.

8) Rewrite the paragraph. Change got to gets. Be sure to change said to says, and was to is. Do not change started, had, and walked.

9) Rewrite the paragraph. Change on time to at 7:00.

D. Evaluation:

Do variations on the basic dialogue using the substitutions learned for line 3 of the dialogue.

e.g. Student A: I'm sorry I'm late.
Student B: What happened?
Student A: We started early but we had a flat tire.
Student C: Did you walk?
Student B: Yes. All the way.

Lesson 4

A. Aim of Lesson: To teach structures: but ______.
fast but faster

B. Preparation Needed: Pictures of:
scooter
jeep
truck
car
bicycle
canoe
house
school
boy
man

C. Procedure:

1. Review:
   a. Do pronunciation drill on /t/-/d/.
   b. Do variations on basic dialogue of Lesson 3.

2. New Lesson:
   a. Tell the following narrative and dialogue to the class.

At recess the boys talked about what they could or couldn't do. They also talked about whether a scooter or a car was faster.

Timothy: John rides a scooter but I don't.

John : I go fast but you get home faster.

Albert : Do you think a car is faster than a scooter?

John : A car is fast but a scooter is faster.

1) Does Timothy ride a scooter?
2) Who gets home first?
3) What did Albert ask?
4) What did John answer?

b. Teach the dialogue.

c. Pronunciation drill: /k/-/g/

1)

1	2
car	gar
coat	goat
canoe	gun
could	good

Lesson 4 (continued)

2) See if they can tell which two are alike.

1	2	3
walk	wog	walk
talk	talk	tog
tack	tag	tack
pick	pig	pick

d. Substitution drills:

1) John rides a scooter but I don't.

Timothy
Albert
Maria

jeep
truck
car
bicycle
canoe

can't.
won't.

Student A: Do you ride a scooter?
Student B: John rides a scooter, but I don't,
can't,
won't.

2) A car is fast, but a scooter is faster.

canoe
bicycle

motor boat
scooter

A car is big but a truck is bigger.

boy
house

man
school

Student A: Does a car go fast?
Student B: A car is fast,but a scooter is faster.

Student A: Is a car big?
Student B: A car is big,but a truck is bigger.

etc.

e. Reading:

John can ride on a scooter,but Timothy can't. Timothy's father doesn't have any scooter. John goes fast on the scooter, but Timothy gets home faster. He lives closer to school.

Lesson 4 (continued)

1) Who rides on a scooter?
2) Does Timothy ride on a scooter, too?
3) Why not?
4) Who gets home faster? Timothy or John?
5) Why?

f. Writing:
Use the paragraph you just read.

7) Rewrite the paragraph. Change John to I. Be sure to change goes to go.

8) Rewrite the paragraph. Change rides to rode. Be sure to change all the other verbs to the past tense. (doesn't, goes, gets, lives)

9) Rewrite the paragraph. Change on a scooter to in a car. Be sure to change scooter to car each time you see it.

10) Rewrite the paragraph. Change scooter to scooters.

D. Evaluation:

1. Have children ask each other the following questions.

a. Student A: Do you ride on a scooter?
Student B: ______ does, but I don't.
or
Yes, I do, but ______ doesn't.

b. Student A: Which is faster? Skipping or running?
Student B: Skipping is fast but running is faster.

c. Student A: Which is bigger? A cow or a carabao?
etc.

BOOK NINE, Unit III

Lesson 5

A. Aim of Lesson: To review structures learned in Lessons 1-4.

B. Preparation Needed: Pictures from previous lessons for acting out sentences.

C. Procedure:

1. New Lesson:
   a. Tell the following narrative and dialogue to the class.

      Timothy was still talking about how nice it would be to have a scooter. John said that when the scooter didn't work, he had to walk. He thought that living close to school would be better.

      John : You live close to school, but I don't.

      Timothy: You ride on a scooter, but I walk.

      John : Don't forget. When the scooter doesn't work, I walk.

      Timothy: Living close to school is good, but having a scooter would be better.

   b. Teach the dialogue.

2. Review structures:

   a. Divide the class into small groups. Have them act out the following sentences. Let the others guess. Let them use pictures if necessary.

      1) We walk but he/she rides on a scooter.
      2) We ride on a boat, but he doesn't.
      3) They paddle a canoe, but we ride on a motor boat.
      4) A canoe is fast, but a motor boat is faster.
      5) We started at 7:00, but we had a flat tire.
      6) When the scooter doesn't work, I walk.
      7) We live close to school, but they live far from school.

      (If you can think of others, add them.)

Lesson 5 (continued)

b. As the children guess, put the sentences on the board.

c. Read them with the class. Have individuals read.

d. Have them copy the sentences.

3. Review pronunciation:

a. I'm thinking of a word that rhymes with came.
Is it game? Yes, it is. or No, it isn't.

After three guesses, if children have not guessed what word IT had in mind, have him tell the class. Choose another IT.

4. Review songs learned.

ACHIEVEMENT TESTS: BOOK NINE, Unit III

Test A

Structure to be tested: /f/-/p/; /t/-/d/; /k/-/g/

Items required: Each child needs paper and pencil.

Instructions:

Tell the students that this minimal-pair test is made up of three different sets.

The first set is /f/ and /p/, as in fat and pat.
The second set is /t/ and /d/, as in time and dime.
The third set is /k/ and /g/, as in coat and goat.

Tell them to number their papers in three columns, 1 to 8, 9 to 16, and 17 to 24.

Have them mark "S" for "same" and "D" for "different".

Test-items:

	/f/-/p/			/t/-/d/			/k/-/g/	
1.	fat-pat	D	9.	dime-dime	S	17.	good-could	D
2.	par-far	D	10.	tire-dire	D	18.	cruel-cruel	S
3.	pool-pool	S	11.	dear-tear	D	19.	goat-goat	S
4.	fawn-pawn	D	12.	to-do	D	20.	coal-coal	S
5.	pat-pat	S	13.	dire-dire	S	21.	coat-goat	D
6.	pond-fond	D	14.	to-to	S	22.	good-good	S
7.	fool-fool	S	15.	dread-dread	S	23.	grate-crate	D
8.	fond-fond	S	16.	tell-tell	S	24.	gruel-gruel	S

Scoring: Each child can receive 24 possible points.

ACHIEVEMENT TESTS: BOOK NINE, Unit III

Test B

Structure to be tested: you _____, but I _____ (using all pronouns).

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to have them do a substitution drill. You will give a "key" sentence and then call on someone to substitute a phrase. Show them what you mean with these examples:

Examples: (key sentence) - She rides a scooter, but I walk.
(cue) - He drives a car, ________.
Student: He drives a car, but I walk.
(cue) - ________, but we walk.
Student: He drives a car, but we walk.

Using the 10 substitution clauses below, go through it as many times as needed to test the entire class.

Test-items:

Key-sentence: You ride on a scooter, but I walk.

1. in a jeep
2. in a car
3. but she walks.
4. but he walks.
5. She drives a car
6. They drive a truck
7. We paddle a canoe
8. but they walk.
9. but you walk.
10. I ride a carabao

Scoring: Give 1 point for correct substitution; and, if you desire to know it, 1 point for good pronunciation. Be sure, however, to keep the two scores separate.

ACHIEVEMENT TESTS: BOOK NINE, Unit III

Test C

Structure to be tested: past but past; adjectives;
but; adverbs

Items required: 1) Each student needs paper and pencil.
2) Write the following words on the board before class:

bigger
but
but
but

close to
far from
faster
had

harder
slow
smaller
when

Instructions:

Tell the students that you are going to read some sentences orally that have blanks. They are to fill in the blanks using one of the words from the list (above) on the board.

Have them first number their papers 1 to 10, and then do the examples orally.

Examples:

A dog is small, but a bird is ________. (smaller)
You can swim, ________ I can't. (but)

Test-items:

1. A car is big, but a truck is ________. (bigger)
2. I can run fast, but you run ________. (faster)
3. A ship is ________, but a canoe is slower. (slow)
4. We started early, but we ________ a flat tire. (had)
5. John rides a scooter, ________ I don't. (but)
6. She sits close to Jim, but sits ________ Ann. (far from)
7. This test is hard, but the other test is ______. (harder)
8. I want to go, ________ I can't. (but)
9. ________ she comes, tell her I want to see her. (when)
10. Do you sit ________ or far from the teacher? (close to)

Scoring:

Each student can receive 10 possible points.

BOOK NINE, Unit IV

Lesson 1

A. Aim of Lesson: To teach structure:
(John) drew a (boat) and (Timothy) did, too.

B. Preparation Needed: Practice saying poem "Where Go the Boats?".
Look over and say the contrasting pairs for pronunciation drill.
Picture of John and Timothy drawing boats that look alike.

C. Procedure:

1. Review:
    - a. Structures from UNIT III that need drilling.
    - b. Songs learned to date.
    - c. Sound contrasts learned to date.

2. New Lesson:
    - a. Tell the following narrative and dialogue to the class.

John drew a boat and Timothy did, too. They didn't know that they were both drawing boats. Albert told the teacher about it.

Albert : Look, Miss/Mrs./Mr. ________.

John drew a boat and Timothy did, too.

Teacher: Oh, they did, didn't they?

Albert : Their boats look alike.

Teacher: They do, don't they?

1) What did John and Timothy do?
2) Who told the teacher about it?
3) How did the boats look?

b. Teach the dialogue.

c. Pronunciation drill: /d/ - /ð/

1)

1	2
tide	tithe
teed	teethe
breed	breathe

2)

1	2
day	they
Dan	than
dare	there

Lesson 1 (continued)

d. Pattern drills:

1) What did John and Timothy draw?

John drew a boat and Timothy did, too.

Maria	canoe	John
Timothy	jeep	Maria
etc.	truck	etc.
	car	

2) Did they both draw boats? Yes, they did.

canoes? No, they didn't.
jeeps?
trucks?
cars?

3) They both drew boats, didn't they? Yes, they did.
No, they didn't.

4) Their boats look alike, don't they? Yes, they do.
No, they don't.

5) Did their boats look alike? Yes, they did.
No, they didn't.

e. Reading:

In Art class, John drew a boat. Timothy did, too. John's boat and Timothy's boat looked alike. Albert told the teacher about it. She was surprised.

1) Who drew boats?
2) Did John's boat look like Timothy's boat?
3) What did Albert tell the teacher?
4) Was she surprised?

f. Writing:

9) Rewrite the paragraph. Change in Art class to in Social Studies class.

10) Rewrite the paragraph. Change boat to boats.

11) Rewrite the paragraph. Put sentences 1 and 2 together. Use and.

Lesson 1 (continued)

D. Evaluation:
Do chain drill.

Student A: What did you draw?
Student B: I drew a boat.
Student A: I did, too.
Student B: What did you eat?
Student C: I ate a banana.
Student B: I did, too.
etc.

Possible
Substitutions
play
played baseball

see
saw

drink
drank

hear
heard

E. Vocabulary: look alike

F. Possible poem to teach:

Where Go the Boats?

Dark brown is the river,
   Golden is the sand.
It flows along for ever,
   With trees on either hand.

Green leaves a-floating,
   Castles of the foam,
Boats of mine a-boating--
   Where will all come home?

On goes the river
   And out past the mill,
Away down the valley,
   Away down the hill.

Away down the river,
   A hundred miles or more,
Other little children
   Shall bring my boats ashore.

Robert Louis Stevenson

Don't try to teach all of it on one day. Say it for them several times while they just listen to get sense of whole poem. Explain any words they do not understand. You may want to teach a little of it each day for the rest of the week.
(The word order in poetry is different from that of speech or other writing. e.g. Where go the boats? Dark brown is the river. If you think this poem is too difficult, do not teach it. Just say it for them.)

BOOK NINE, Unit IV

Lesson 2

A. Aim of Lesson: To teach structure:
(I) didn't (know) it and (he) didn't, either.

B. Preparation Needed: Words of poem "Where Go the Boats?".
List of sound contrasts /θ/ - /ð/.

C. Procedure:

1. Review:
   a. Sound contrast /d/ - /ð/.
   b. Poem.

2. New Lesson:
   a. Tell the following narrative and dialogue to the class.

When John got home that afternoon, he told his mother about how he and Timothy had both drawn boats. He hadn't known that Timothy was drawing a boat. Timothy hadn't known that John was drawing a boat, either. His mother said that they were such good friends, they thought alike.

John : Mother, the funniest thing happened today.

Mother: What happened?

John : Timothy drew a boat and I did, too.

Mother: Didn't you know you were both drawing boats?

John : No, I didn't know it, and he didn't, either.

1) Did John think that what happened was funny?
2) How do you know?
3) What was the funniest thing that happened?
4) Did John know what Timothy was drawing?
5) How do you know?

b. Teach the dialogue.

c. Pronunciation drill: /θ/ - /ð/

1)

1	2
think	that
thigh	thy
thing	this

Lesson 2 (continued)

2)

1	2
both	teeth
bath	bathe
bath	tithe

3)

1	2
ether	either
Timothy	tithing
nothing	bathing

d. Pattern drills:

1) Didn't you know you were both drawing boats?

they they canoes?
jeeps?
etc.

I didn't know it and Timothy didn't, either.

He I
John Timothy

2) Did you know you were both drawing boats?

e. Reading:

A funny thing happened to John in class one day. He drew a canoe and Timothy did, too. John didn't know Timothy was drawing a boat. Timothy didn't know John was drawing a boat, either. That afternoon when he got home, he told his mother about it.

1) What happened to John at school one day?
2) What did Timothy and John do?
3) Do you think one knew what the other was doing?
4) When did he tell his mother about it?

f. Writing:

9) Rewrite the paragraph. Change in class to at school.

10) Rewrite the paragraph. Change canoe to canoes.

11) Rewrite the paragraph. Put sentences 3 and 4 together. Use and.

12) Rewrite the paragraph. Change drew to painted. Be sure to change draw to paint.

Lesson 2 (continued)

D. Evaluation:

Call two children to the front of the room. Let them stand facing in opposite directions. Have them pretend to do the same thing.

Ask the class, "What did Student A do?"
"What did Student B do?"

Elicit: "Student A (jumped) and Student B did, too."

Ask the class, "Did Student A know what Student B was doing?"

Elicit: "Student A didn't know Student B was (jumping) and Student B didn't either."

Possible actions:
run
wave
clap hands
walk
jump
skip

BOOK NINE, Unit IV

Lesson 3

A. Aim of Lesson: To teach structures: I do, too.
I don't, either.

B. Preparation Needed: List of words for pronunciation drill /θ/ - /ð/

C. Procedure:

1. Review:
   a. Sound contrasts /θ/ - /ð/
   b. Poem.

2. New Lesson:
   a. Tell the following narrative and dialogue to the class.

John and Timothy thought they would see how many things they both like or didn't like. They were good friends and maybe they did think alike.

John : I like to read.

Timothy: I do, too.

John : Do you like to do your homework?

Timothy: No, I don't.

John : I don't, either.

1) What does John like to do?
2) Does Timothy like it, too?
3) What doesn't John like to do?
4) Does Timothy like to do it?

b. Teach the dialogue.

c. Pattern drills:

1) I like to read. Do you? Yes, I do, too.
draw.
sing.
paint.
etc.

2) I don't like to do my homework. Do you? No, I don't either.
clean the yard
bathe
wash dishes
etc.

Lesson 3 (continued)

d. Reading:

John likes to read. Timothy does, too. John doesn't like to do his homework. Timothy doesn't, either. They are good friends. One likes to do what the other does.

1) What do both of the boys like to do?
2) What don't they like to do?
3) Do you like to read?
4) Do you like to do your homework?

e. Writing:

11) Rewrite the paragraph. Put sentences 1 and 2 together. Also put sentences 3 and 4 together. Use and.

12) Rewrite the paragraph. Change likes to wants. Also change like to want.

13) Rewrite the paragraph. Change read to swim. Also change his homework to yard work.

D. Evaluation:

Chain drill:

Student A: What do you like to do?
Student B: I like to ________.
Student A: I do, too.
Student B: What don't you like to do?
Student C: I don't like to _______.
Student B: I don't, either.
Student C: What do you/don't you like to do?
Student D: (Answer according to question.)

BOOK NINE, Unit IV

Lesson 4

A. Aim of Lesson: To teach structures: You didn't go, did you?
No, I didn't.
I didn't, either.

B. Preparation Needed: Picture of people dancing
singing over radio
(standing mike with
group with guitar)
List of words for pronunciation drills.

C. Procedure:

1. Review:
   a. Poem "Where Go the Boats?".
   b. Sound contrasts /d/ - /ð/ and /θ/ - /t/.

2. New Lesson:
   a. Tell the following narrative and dialogue to the class.

John and Timothy thought about a few things they did or didn't do.

Timothy: You didn't go to the dance, did you?

John : No, I didn't.

Timothy: I didn't, either.

John : You sang over the radio, didn't you?

Timothy: Yes, I did and you did, too.

1) Where didn't the boys go?
2) What did the boys do?
3) Do you like to go to dances?
4) What else do you like to do?
5) Do you sing over the radio?
6) What else do you do?

   b. Teach the dialogue.

   c. Pronunciation drill: /æ/ - /a/

1	2
dance	Don
sang	swan
map	mop
pat	pot

Lesson 4 (continued)

d. Pattern drills:

1) You didn't go to the dance, did you?

movie
party
store

No, I didn't.
I didn't, either.

2) You sang, didn't you?

danced
went to the movie
went to the party
went to the store
drew
painted

Yes, I did and you did, too.

e. Reading:

John and Timothy thought about things they did or didn't do. Timothy didn't go to the dance. John didn't, either. Timothy sang over the radio. John did, too.

1) What did John and Timothy think about?
2) What didn't they do?
3) What did they do?

f. Writing:

11) Rewrite the paragraph. Put sentences 2 and 3 together. Use and.

12) Rewrite the paragraph. Change go to the dance to dance.

13) Rewrite the paragraph. Change dance to party.

14) Rewrite the paragraph. Change didn't go to went. Also change the next sentence.

Lesson 4 (continued)

D. Evaluation:

Divide the group into pairs. Have them ask each other: 1) What they like or don't like to do, 2) What they did or didn't do.

Remind them to use: Do you like to ______?
Yes, I do.
I do, too.

You didn't ______.
I didn't, either.

As group ask each other questions, circulate and listen to as many groups as possible. Make corrections promptly. Listen for pronunciation and intonation.

BOOK NINE, Unit IV

Lesson 5

A. Aim of Lesson: To review structures learned in lessons 1-4.

B. Preparation Needed: Be sure there is space on the bulletin board for children's written work. Have on hand any pronunciation drill material you have made.

C. Procedure:

1. New Lesson:
   a. Tell the following narrative and dialogue to the class.

      It seemed that John and Timothy did think alike. This is what they said.

      John : I drew a boat and you did, too.
      Timothy: You like to read and I do, too.
      John : I don't like to dance and you don't, either.
      Timothy: I sang over the radio and you did, too.
      John : And we both don't like to do our homework.

      1) What did they both do?
      2) What don't they like?
      3) What do they like to do?

   b. Teach the dialogue.

2. Review:
   a. "Where Go the Boats?"

      Have the boys recite the first and third lines. Let the girls recite the second and fourth. If they have memorized the poem by now they should be able to come in on time. Do this only for verses memorized.

   b. Play guessing game.

      1) Let two children decide on motion they will do.
      2) Let third child ask the class questions on what they did.
      3) Have class answer.
      4) Remind them to use structures learned.

Lesson 5 (continued)

c. Writing:

Let the children write a paragraph of their own.
Use the following questions to help them write.

1) What do you like to do?
2) Tell us that your friend likes to do the same thing.
3) What don't you like to do?
4) Tell us that your friend doesn't like to do the same thing either.

d. Reading:

As children finish their paragraphs, put them up on the bulletin board so that the children can read each other's work.

ACHIEVEMENT TESTS: BOOK NINE, Unit IV

Test A

Structures to be tested: forms of do; either; too

Items required:
1) Each child needs pencil, and paper numbered from 1 to 11.
2) Write these words on the board:

did	do	either
didn't	don't	too

3) Write these example sentences on the board:

    a) I like mangoes. ______ you?
    b) ______ you go to school yesterday?

4) Write the test-item sentences on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to show some sentences to them. All of the sentences have blanks in them. They are to fill in the blanks using words from the word list on the board.

Give them these examples first:

Examples:

I like mangoes. ______ you? (fill in do or don't)
______ you go to school yesterday? (fill in did or didn't)

Test-items:

1. Mary went to school and I did, ______. (too)
2. I didn't know it and he didn't, ______. (either)
3. Do you like fish? I ______, too. (do)
4. Don't you want to go? I ______, either. (don't)
5. She didn't go, ______ she? (did)
6. He ______, either. (didn't)
7. ______ you see the movie yesterday? No, I ______. (Did; didn't)
8. The teacher likes singing and we ______, too. (do)
9. He doesn't like to write. I don't, ______. (either)
10. The class is going and I want to go, ______. (too)
11. You do go to school, ______ you? (don't)

Scoring:

Each child can receive a possible 12 points. (Two points possible on number 7.)

ACHIEVEMENT TESTS: BOOK NINE, Unit IV

Test B

Structure to be tested: /æ / - /a/

Items required: Paper and pencil, with paper numbered 1 to 10.

Instructions:

Tell the students you are going to read some pairs of words with the /æ / and /a/ sound. If the words sound the same, they are to mark "S"; if they sound different, they are to mark "D".

Examples:

Dan - don	D
sang - sang	S

Test-items:

1.	map - mop	D
2.	pat - pat	S
3.	fan - fan	S
4.	bam - bomb	D
5.	tam - tam	S
6.	an - on	D
7.	mop - mop	S
8.	con - con	S
9.	ham - ham	S
10.	fawn - fan	D

Scoring:

Each child can receive 10 possible points.

ACHIEVEMENT TESTS: BOOK NINE, Unit IV

Test C

__Structure to be tested__: /ð/ and /θ/

__Items required__: Each student should have a pencil with paper numbered 1 to 10.

__Instructions__:

Tell the students that you will say some words. Some will have the /ð/ sound and some will have the /θ/ sound.

Using the words __the__ and __thumb__, label them "1" and "2", respectively.

Tell the students that when they hear a word with the same sound as the __th__ in the, they are to mark a "1"; if they hear the __th__ sound as in __thumb__, they are to mark a "2". Tell them to listen carefully, because the sound may be at the beginning, middle, or end of the word. Do these examples orally:

__Examples__:

think	2	THE	= 1
tithing	1		
breath	2	THUMB=	2
breathe	1		

__Test-items__:

1.	they	1
2.	that	1
3.	thing	2
4.	teeth	2
5.	path	2
6.	bathing	1
7.	ether	2
8.	nothing	2
9.	tithe	1
10.	either	1

__Scoring__: Each child can receive 10 possible points.

ACHIEVEMENT TESTS: BOOK NINE, Unit IV

Test D

Structure to be tested: /d/ - /ð/

Items required: Each student needs paper and pencil, with paper numbered from 1 to 10.

Instructions:

Tell the students that you are going to say some words one-at-a-time. Some will begin with /d/ and some with /ð/. Tell them that if the word contains the same sound as the beginning of "day", then they are to mark "1". If it has the same sound as "th͟ey", they are to mark "2".

Examples: D͟AY = 1 TH͟EY = 2

Teacher: doe
Class : 1
Teacher: though
Class : 2
Teacher: scythe
Class : 2
Teacher: side
Class : 1

When they understand what they are to do, begin the test. Use the following words:

Test-items:

1.	tide	1
2.	they	2
3.	tithe	2
4.	teed	1
5.	than	2
6.	teethe	2
7.	Dan	1
8.	breed	1
9.	there	2
10.	dare	1

Scoring:

Each child can receive 10 possible points.

BOOK NINE, Unit V

Listening Comprehension Narrative

It was Friday, December 14th. There were five excited children in school because Anako's cousin, Maria Albert, was to arrive from Kolonia that day. John, Linda, Joab, Timothy, and Anako were eager to see her once more. It was a year since they had seen Maria.

As soon as school was out, the five of them hurried to the dock. When they got there, there were already many people at the dock. There were men, women, and children awaiting the arrival of the Kaselehlia. There were big, strong men who would load and unload the ship. There were people who had come to meet their friends and relatives. There were others who had just come to see the ship.

"There it is!" Joab pointed. They could see a black dot in the distance. The dot became larger and larger. Finally they could see the people on the ship. Men and women waved their hands in greeting. There was one little boy standing on his father's shoulders waving a white handkerchief. There was a little girl holding up her big new doll. Next to her was a bigger girl shouting, "Anako! Linda! Here I am!" It was Maria. The five children waved and called to her, "Welcome back!"

Maria could hardly wait to get off the ship. There were many people getting off. First there was a big man carrying two little children. Then there was a woman carrying many packages. Then came Maria. She was carrying many packages, too.

"Hi, Maria. How are you? We're glad to see you back," the children greeted her. They placed mwaramwars on her head.

"How are you all? I'm so glad to see you again," Maria said. "I have so much to tell you about Kolonia."

The five children helped Maria carry all of her things to Anako's house. Maria brought gifts for all of them from Kolonia. There was a handbag for Anako. There were T-shirts for Timothy, Joab, and John. And there was a picture book for Linda. There were letters for Linda from her friends in Kolonia.

All the children thanked Maria. They were happy to have her back in Kusaie. They talked and talked until it was dark. They had so much to tell each other.

Structures previously taught:	dates comparative adjectives
New for production:	There was/were; was/were there There wasn't/weren't
New for recognition:	_______ because _______

Present listening comprehension narrative with pictures and ask comprehension questions. If children are unable to understand or express themselves in English then questions and answers might be done in Ponapean the first day or two.

Listening Comprehension Narrative (continued)

The narrative should be presented each day and questions should be asked each day. By the fourth or fifth day, the students can probably tell the story themselves or dramatize it.

Suggested comprehension questions:

1. Why were the five children excited?
2. How long has it been since they saw Maria?
3. Where did the children hurry to after school?
4. Why were there so many people at the dock?
5. Who did the children see on the ship?
6. What was Maria carrying?
7. How did the children greet Maria?
8. Was Maria glad to see the others?
9. What did she say?
10. Where did the children go from the dock?
11. What did Maria bring for Anako? For Timothy? For Joab and John? For Linda?
12. Who sent letters to Linda?
13. What did the children say to Maria?
14. Did the children have much to talk about?
15. What do you think they talked about?

BOOK NINE, Unit V

Lesson 1

A. Aim of Lesson: To teach structures: There was/There were

B. Preparation Needed: Pronunciation of /d/; /ð/; /θ/; /æ/; /a/
Learn song "Three Fishermen".

C. Procedure:

1. Review:
    a. Pronunciation of /d/, /ð/, /θ/, /æ/, and /a/.
    b. Poem "Where Go the Boats?"

2. New Lesson:
    a. Tell the following narrative and dialogue to the class.

Maria and Mercedes cleaned the room yesterday. Albert couldn't find his red book. John couldn't find his two pencils.

Albert: I can't find my red book.

Maria : There was one on the chair, so I put it on the shelf.

John : Where are my pencils?

Mercedes: There were two on the floor, so I put them on the teacher's desk.

1) What couldn't Albert find?
2) Where did Maria find it?
3) Where did she put it?
4) What did John say?
5) What did Mercedes say?

b. Teach the dialogue.

c. Substitution drills:

1) I can't find my red book.

pencil.
ball.
etc.

Lesson 1 (continued)

2) There was one on the chair.
table.
floor.
desk.
etc.

3) There were two on the floor.
chair.
table.
desk.
shelf.

d. Reading:

Maria and Mercedes cleaned the room yesterday. There was a red book on a chair. Maria put it on the shelf. There were two pencils on the floor. Mercedes put them on the teacher's desk.

1) What did Maria and Mercedes do yesterday?
2) What did Maria find?
3) Whose book was it? Do you remember?
4) What did she do with it?
5) What did Mercedes find?
6) Whose pencils were they? Do you remember?
7) What did she do with them?

3. Writing:

11. Rewrite the paragraph. Change book to books. Also change a to two. Be sure to change the rest of the sentence to fit. You must also change the next sentence.

12. Rewrite the paragraph. Change put to placed each time you see it.

13. Rewrite the paragraph. Change teacher's desk to round table.

14. Go back to Lesson 3 of Unit IV (Model 16). Rewrite the paragraph. Change doesn't like to likes. Be sure to change the next sentence, too.

Lesson 1 (continued)

D. Evaluation:

a. Have the children pretend that they can't find something. Remind them to use,
   1) I can't find my ______.
   2) There was one ______.
   3) Where are my ______.
   4) There were ______.

b. Have individuals recite "Where Go the Boats?"

E. Song: "Three Fishermen"

Three Fishermen

Oh, once there were three fishermen.
Oh, once there were three fishermen.
Fisher, fisher, men, men, men.
Fisher, fisher, men, men, men.
Oh, once there were three fishermen.

The first one's name was A-bra-ham.
The first one's name was A-bra-ham.
A-bra, A-bra, ham, ham, ham.
A-bra, A-bra, ham, ham, ham.
The first one's name was A-bra-ham.

The second one's name was I-i-saac.
The second one's name was I-i-saac.
I-i, I-i, saac, saac, saac.
I-i, I-i, saac, saac, saac.
The second one's name was I-i-saac.

The third one's name was Ja-a-cob.
The third one's name was Ja-a-cob.
J-a, J-a, cob, cob, cob.
J-a, J-a, cob, cob, cob.
The third one's name was Ja-a-cob.

BOOK NINE, Unit V

Lesson 2

A. Aim of Lesson: To teach structure: was there/were there

B. Preparation Needed: Song "The Giant Fish".

C. Procedure:

1. Review:
   a. Structures that need to be drilled.
   b. Song "Three Fishermen".

2. New Lesson:
   a. Tell the following narrative and dialogue to the class.

Timothy looked for his English notebook but couldn't find it. He asked Maria where it was. She asked him if there were five stars on it. He said that there were. She said that she had put it on the teacher's desk.

Timothy: Was there a new English notebook on my desk?

Maria : Were there five stars on it?

Timothy: Yes, that's the one.

Maria : I put it on the teacher's desk.

1) What was Timothy looking for?
2) What did Maria ask him?
3) Was the notebook with five stars on it Timothy's?
4) How do you know?
5) What did Maria do with it?

   b. Teach the dialogue.
   c. Song: Watch pronunciation of /uw/-/u/.

The Giant Fish (tune of "The Cannibal King")

Oh, I caught a giant fish,
And I cooked him in a dish,
Then I set him in the middle of the table.
He looked so good to me
That I could plainly see
That I'd eat him just as soon as I was able.

Bar-r-oomph, flip-flop
Bar-r-oomph, flip-flop
Bar-r-oomph, oh, the fish is in the middle of the dish.
Bar-r-oomph, flip-flop
Bar-r-oomph, flip-flop
Bar-r-oomph, oh the dish is in the middle of the table.

Lesson 2 (continued)

d. Pattern drills:

1) Was there a new English notebook on my desk?
social studies
arithmetic
science

Were there five stars on it?
six
four
three
seven

Yes, that's the one.

2) Do chain drill using 3 patterns.

e. Writing:

Timothy looked for his new notebook. He couldn't find it. He had left it on his desk the day before. He asked Maria if she had seen it. Maria asked him if there were five stars on it. When Timothy said that there were, Maria said that she had put it on the teacher's desk.

12. Rewrite the paragraph. Change said to answered each time you see it.

13. Rewrite the paragraph. Change new to English.

14. Rewrite the paragraph. Change had to hadn't each time you see it.

15. Put sentences 1 and 2 together. Use but.

D. Evaluation:

Have children help think up dialogues for the following situations.

1. John can't find his eraser. He asks Mercedes if there was one on his desk. She says there was one on the floor and she put it in the closet.
2. Maria asks where her notebooks are. Mercedes tells her that there were three on the library table, and she put them on the teacher's desk.
3. Mercedes asks Timothy if there were three sheets of paper on her desk. He asks her if there were pictures on them. When Mercedes says yes, he tells her that he put them on the library table.

Lesson 3

A. Aim of Lesson: To teach structures: There wasn't/There weren't.

B. Preparation Needed: Song for pronunciation drill.

C. Procedure:

1. Review:
   a. Song "Three Fishermen".
   b. Poem "Where Go the Boats?"

2. New Lesson:
   a. Tell the following narrative and dialogue to the class.

Timothy asked Maria why she had put his notebook on the teacher's desk. She said that there wasn't any name on it. She hadn't known whose it was. She also said that there hadn't been any names on the two other notebooks. He said maybe they were his, too.

Timothy: Why did you put my notebook on the teacher's desk?

Maria : There wasn't any name on it.

Timothy: Oh. I guess I'd better put my name on it.

Maria : There weren't any names on two other notebooks.

Timothy: Maybe they're mine, too.

1) What did Timothy say to Maria?
2) Why had she put the notebook on the teacher's desk?
3) Do you have your names on your notebooks? If you don't, you'd better put your names on your notebooks.
4) Were there other notebooks without names?

b. Teach the dialogue.

c. Pattern drills: Teacher gives word cues.

1)

1/2 class	1/2 class
Why did you put it away?	There wasn't any name on it.
my notebook	
my paper	
my book	
my pencil	
etc.	

BOOK NINE, Unit V

Lesson 3 (continued)

2) Why did you put them away? There weren't any names on them.
my notebooks
the papers
the books
etc.

3) Why did you put it/them away? There wasn't/weren't any name/names on it/them.
on the shelf
in the closet
on the library table
on the teacher's desk
etc.

4) Why did you put it away? There wasn't/weren't any name/names on it/them.
them
the books
on the desk?
in the closet?
etc.

d. Reading:

Timothy asked Maria, "Why did you put my notebook on the teacher's desk?"

"Because there wasn't any name on it," answered Maria. "There weren't any names on two other notebooks."

"Maybe they're mine, too," said Timothy.

1) What did Maria put on the teacher's desk?
2) Why did she put it there?
3) Were there other notebooks without names?
4) How do you know?
5) Did Timothy think they might be his?
6) How do you know?

e. Writing:

13. Rewrite the paragraph. Change notebook to book.

14. Rewrite the paragraph. Change did to didn't.

15. Go back to Lesson 1 of Unit III on page 39. Rewrite the paragraph. Put sentences 2 and 3 together. Use but. (Model 10)

16. Rewrite the paragraph. Add English after my.

D. Evaluation:

1. Have children ask and answer questions using:
Was there/were there
Yes, there was/Yes, there were
No, there wasn't/No, there weren't

BOOK NINE, Unit V

Lesson 4

A. Aim of Lesson: To teach structures: wasn't there/weren't there

B. Preparation Needed: List of structures that need to be drilled.

C. Procedure:

1. Review:
    a. "Where Go the Boats?"
    b. Song "Three Fishermen"
    c. Structures

2. New Lesson:
    a. Tell the following narrative and dialogue to the class.

Maria and Mercedes had done a very good job of putting things away. Even the teacher was looking for his/her things.

Teacher: Wasn't there a new magazine on my desk?

Maria : It was on John's desk, so I put it on the library table.

Teacher: Oh. I guess I put it there. Weren't there two balls under the library table?

Mercedes: I put them away in the closet.

1) What did the teacher want to know?
2) Where was it?
3) Where did Maria put it?
4) Who put the magazine on John's desk?
5) What happened to the two balls that were under the library table?
6) Were the girls good monitors?

b. Teach the dialogue.
c. Pattern drills:
1) Wasn't there a new magazine on the desk?
book — Yes, there was.
pencil — No, there wasn't.
notebook

2) Weren't there two balls under the table?
buckets — Yes, there were.
cans — No, there weren't.
brooms

Lesson 4 (continued)

3) There was a magazine on my desk, wasn't there?
etc.
Yes, there was.
No, there wasn't.

4) There were two balls under the table, weren't there?
on the desk
Yes, there were.
No, there weren't.

d. Reading:

The teacher looked on the desk for the new magazine. It wasn't there. She said, "Was there a new magazine on my desk?" Maria said that she had put it on the library table. She had found it on John's desk.

e. Writing:

13. Rewrite the paragraph. Change library to round.

14. Rewrite the paragraph. Change was to wasn't.

15. Rewrite the paragraph. Put sentences 1 and 2 together. Use but.

16. Rewrite the paragraph. Add large before new.

D. Evaluation:

1. Have children ask the same question in 2 ways.

   a. There was a notebook on the desk.
      1) There was a notebook on the desk, wasn't there?
      2) Was there a notebook on the desk?

   b. There were two pencils on the floor.

   c. There was a book on the chair.

   d. There weren't any names on them.

   e. It wasn't on John's desk.

   etc.

2. You may do this individually or in small groups.

Lesson 5

A. Aim of Lesson: Review of structures learned in lessons 1-4.

B. Preparation Needed: List of structures learned in lessons 1-4
that need to be drilled.
Put five sentences (C.2.c.) on board.

C. Procedure:
1. New Lesson:
a. Tell the following narrative and dialogue to the class.

John and Timothy thought that Maria and Mercedes had been very good monitors. Everything had been put away neatly. There wasn't anything out of place. The girls also were able to tell people where they had put things.

Teacher: There were two good monitors yesterday.

John : Yes. Maria and Mercedes.

Timothy: They put things away neatly.

John : There weren't any pencils on the floor.

Timothy: And there wasn't a single notebook left on the

1) What did the teacher say?
2) Who were the two good monitors?
3) Was there anything out of place?
4) Were there pencils on the floor?
5) Were there any notebooks left on the desks?

Teach the dialogue.

b. Practice:
1) Make up variations for the last 2 lines of the dialogue in Lesson 5. Recall with them what the two girls had put away.

e.g. There weren't any notebooks on the chairs.
And there weren't any balls under the library table, either.
The big new magazine was on the library table.
And the red book was on the shelf.
etc.

Lesson 5 (continued)

2. Review:
   a. Song "Three Fishermen".

   b. "Where Go the Boats?"

   c. Put the following sentences on the board. Have the children change them into negative questions. Let them write the negative questions on a sheet of paper. Be sure to read all five statements with them before you have them write.

      1) Was there a red book on the chair?
         Wasn't there a red book on the chair?

      2) Were there two pencils on the floor?

      3) Were there five stars on the notebook?

      4) Was there any name on the book?

      5) Were there any names on the notebooks?

ACHIEVEMENT TEST: BOOK NINE, Unit V

Structure to be tested: Structures using the word there plus a form of to be

Items required:

1) Each child needs pencil and paper numbered 1-10.
2) Write this word-list on the board?

there was	was there
there were	were there
there wasn't	wasn't there
there weren't	weren't there

3) Write the test-items (below) on the board and cover them, or put them on a large sheet of paper.

Instructions:

Tell the students that you are going to show them some sentences that have blanks. After you go over the sentences orally with them, they are to fill in the blanks, using words from the list (above).

Do 2 examples first:

_____ _____ a book on the desk. (There was; or, There wasn't.)

_____ _____ eggs in the basket? (Were there; or, Weren't there)

Test-items:

1. _____ _____ many chairs in the room. (There were; there weren't)
2. _____ _____ a yam in the basket. (There was; there wasn't)
3. _____ _____ a movie last night? (Was there; wasn't there)
4. _____ _____ a policeman around? (Was there; wasn't there)
5. _____ _____ three children at home. (There were; there weren't)
6. _____ _____ any pumpkins left? (Were there; weren't there)
7. _____ _____ seven or eight winners? (Were there; weren't there)

*8. _____ _____ any food left. (There wasn't)

9. _____ _____ many people on the dock. (There were; there weren't)
10. _____ _____ a kamadipw yesterday? (Was there; wasn't there)

*Only 1 answer permissible on this item.

Scoring: Each child can receive a possible 10 points.

BOOK NINE, Unit VI

Listening Comprehension Narrative

SAKIER, BIRD OF MYSTERY

Once upon a time, there lived in Ponape a father and mother who had two daughters. The parents liked Lieni, but they didn't like her sister Sakier.

Lieni often told her sister, "Our parents give me everything I want. But I don't love them because they don't like you."

Sakier and Lieni were both good girls. They worked well. They cooked and wove and cleaned. But Sakier was unhappy because her parents did not love her. And Lieni was sad because Sakier was sad. Often Sakier would go away and stay for hours by herself.

One day Sakier found a clear pool in the forest. There she saw many sea birds. Their wings were shiny and of many colors. She said, "I wish I were a bird. Then I could fly far away."

The birds saw Sakier and heard her. They flew around and around her without stopping. She began to dance and whirl like the birds. She went around and around, waving her arms. The birds moved higher and higher and began to fly away. "Take me with you," Sakier called.

Some of the birds came back and pulled out their feathers. They laid them on her. Soon she was covered with many colored feathers. She felt lighter and lighter.

Just then, Lieni came to the pool. The birds flew away because they were afraid of Lieni. Sakier flew up with the birds because she wanted to go with them. Up, up, up she flew. She was happy to be a bird.

"Don't leave me, Sakier, because you are my only sister. Come back," Lieni called to her. But Sakier kept flying. She wanted to go with the birds because they loved her.

Lieni cried and called and ran around and around until she fell into the pool and drowned. There her parents found her floating body. They never saw Sakier again. The parents cried and cried because they lost both their daughters. They knew it was all their fault because they had loved only one daughter.

The birds who took Sakier away are now known as sakier. Their song is a lonely cry because Sakier was so sad. Their cry is also a sign of rain. Sakier's tears are the raindrops. "We'll have rain," people say, "because we have heard the cry of the Sakier."

Structures previously taught: past tense of regular and irregular verbs.

Structures for production: She was unhappy because her parents didn't love her.

Structures for recognition: wanted to ________

Listening Comprehension Narrative (continued)

Suggested comprehension questions:

1. What were the two girls' names?
2. Where did they live?
3. Were the girls happy? Why not?
4. Did they work hard? What did they do?
5. Were there many white birds at the pool in the forest?
6. Why did Sakier want to be a bird?
7. Where did Sakier get her feathers?
8. Why did the birds fly away?
9. Why did Sakier want to go with the birds?
10. What did Lieni do when she saw Sakier flying away?
11. Why did the parents cry?
12. What kind of cry does the sakier have?
13. Do you believe that it will rain when the sakier cries?
14. Do you think the parents in the story were good parents?
15. Do you think the girls in the story were good girls?

BOOK NINE, Unit VI

Lesson 1

A. Aim of Lesson: To teach structure: She is unhappy because her parents don't love her.

B. Preparation Needed: Study listening comprehension narrative and be sure to be able to tell the narrative showing appropriate pictures at appropriate time.
Practice the sentences for pronunciation.

C. Procedure:
  1. Review:
     a. Song, "Three Fishermen."
     b. Structures in evaluation section of Lesson 4, Unit 5.

  2. New Lesson:
     a. Tell the following narrative and dialogue.

        Sakier was unhappy because her parents didn't love her. Lieni was unhappy too. She wanted Sakier to be happy. She wanted her parents to love Sakier, too.

        Lieni : Why are you so unhappy, Sakier?

        Sakier: Because mother and father don't love me.

        Lieni : I'm unhappy too, because you're unhappy.

        Sakier: I wish I could be happy.

     b. Be sure they understand the narrative and dialogue. Ask them questions:
        1) What did Lieni ask Sakier?
        2) Why is Sakier so unhappy?
        3) Why is Lieni unhappy?
        4) What would make Sakier and Lieni happy?
        5) Would you be unhappy if you were Sakier? Why?

     c. Teach the dialogue.

     c. Pattern drills:
        1) Response drill:

½ class	½ class
Why is Sakier unhappy?	Because her parents don't love her.
Ioanis	
Maria	
Mercedes	
John and Ben	
Jonathan	
Shem and Danny	

Lesson 1 (continued)

2) Substitution drill:

Teacher	
Lieni is unhappy because her sister Sakier is unhappy.	Lieni is unhappy because her sister Sakier is unhappy.
her mother is sick	Lieni is unhappy because her mother is sick.
she can't do her work	Lieni is unhappy because she can't do her work.
she can't go to the movie	etc.
she has to do the laundry	
someone took her book	
she lost her homework paper	
the teacher scolded her	
the children won't play with her	

e. Pronunciation drill: /c/ - /j/

Jane had a jug on a chain. Joyce pulled the chain which caught Jane's chin. Poor Jane.

(Show the pictures as you say each line. Have children repeat after you. Then have them say it be themselves cueing with the pictures.)

f. Reading:

Sakier is unhappy. Her parents do not love her. Lieni is unhappy. She wants Sakier to be happy. Lieni wants her parents to love Sakier. Then Lieni will be happy. Sakier will be happy, too.

1) Who is unhappy because her parents don't love her?
2) Who is unhappy because her sister is unhappy?
3) Who is the cause of the unhappiness?
4) What will make the girls unhappy?

g. Writing:

13. Rewrite the paragraph. Change unhappy to sad each time you see it.

Lesson 1 (continued)

16. Rewrite the paragraph. Put sentences 1 and 2 together. Use because as your conjunction. Also put together sentences 3 and 4, and 6 and 7 in the same way.

17. Rewrite the paragraph. Change is to was. Change all the other verbs to the past tense also: do to did, wants to wanted, will be to was.

3. Evaluation:

a. Ask the children if they know anyone who is unhappy and tell why they are unhappy. Use because as the conjunction. For example:
John is unhappy because someone took his pencil.

b. Ask children if they were ever unhappy and why. For example: I was unhappy because my dog died.

BOOK NINE, Unit VI

Lesson 2

A. Aim of Lesson: To teach structure: I'm so unhappy because my parents don't love me.

B. Preparation Needed: Have pictures for narrative ready.

C. Procedure:

1. Review:
   a. Do pronunciation practice of /c/-/j/ from Lesson 1.
   b. Song, "Pearly Shells" (watch pronunciation of /s/-/š/.

2. New Lesson:
   a. Tell the following narrative and dialogue:

      One day Sakier went into the forest. She saw many birds at a clear pool. The birds saw that she was unhappy. They wanted to make her happy.

      Birds : Why are you unhappy?

      Sakier: Because my parents don't love me.

      I wish I were a bird.

      Birds : Why?

      Sakier: Because then I could fly far away.

   b. Be sure they understand the narrative and dialogue. Ask them questions.
      1) Where did Sakier go?
      2) What did she see at the pool?
      3) What did the birds ask her?
      4) Did the birds like her?
      5) Why did Sakier want to be a bird?

   c. Teach the dialogue.

   d. Pattern drill: Response drill.

½ class	½ class
Why are you so unhappy? he they she he	I'm unhappy because my parents don't love me.

Lesson 2 (continued)

e. Reading:

One day Sakier goes into the forest. She sees many birds at a clear pool. The birds ask her why she is unhappy. She tells them her parents don't love her. She is sad. She wants to be a bird. She can then fly far away.

1) What did Sakier see at the pool?
2) What did the birds ask her?
3) What did she tell them?
4) What does Sakier want to be?
5) Why does she want to be a bird?
6) Would you like to be a bird?

f. Writing:

13. Rewrite the paragraph. Change unhappy to sad and sad to unhappy.

16. Rewrite the paragraph. Put together the last two sentences using the conjuction because.

17. Rewrite the paragraph. Change the verbs to the past tense. Change goes to went; sees to saw, etc.

18. Rewrite the paragraph. Add very before sad and far.

D. Evaluation:

Teacher	Students
my mother's sick	I'm unhappy because my mother's sick.
I'm going to Guam	I'm happy because I'm going to Guam.
I lost 25¢	I'm so unhappy because I lost 25¢.
I found a dime	etc.
I'm going to the movie	
my dog died	
etc.	

BOOK NINE, Unit VI

Lesson 3

A. Aim of Lesson: To teach the structure: She can't fly because she doesn't have any wings.

B. Preparation Needed: Have pictures ready for narrative.

C. Procedure:

1. Review:
   - a. Song, "Where Did You Come From?"
   - b. Months of the year, days of the week, and dates of holidays. Ask for the third month of the year, the fourth day of the week, etc, rather than asking for all the months and all the days in order.

2. New Lesson:
   - a. Tell the following narrative and dialogue.

The birds wanted to help Sakier. They flew around and around her. They moved faster and faster. Sakier wanted to fly, too. She wanted to go with them.

Sakier: Take me with you. Please take me with you.

Birds : Why can't you fly?

Sakier: Because I don't have wings.

Birds : We'll give you some feathers. Then you can fly.

Sakier: Oh, thank you.

   - b. Ask comprehension questions.
     1) Did the birds want to help Sakier?
     2) Did they help her? How?
     3) Why couldn't Sakier fly?
     4) Did Sakier want to go with the birds?
     5) What could Sakier do after the birds gave her some feathers?
   - c. Teach the dialogue.
   - d. Pattern drills:

½ class	½ class
Can Sakier fly?	No, she can't because she doesn't have wings.
Timothy	etc.
Linda	
John and Kuhpes	
mother	
John	

Lesson 3 (continued)

e. Reading:

The birds want to help Sakier. They fly around and around her. They move faster and faster. Sakier waves her arms and runs around. She can't fly. She doesn't have wings. The birds give her feathers. Then she can fly. She thanks them.

1) Do the birds want to help Sakier?
2) How do they fly around?
3) What does Sakier do?
4) Can she fly at first?
5) What do the birds give her?
6) Can she fly then?
7) What does she say to them?

f. Writing:

16. Rewrite the paragraph. Put together sentences 5 and 6. Use because.

17. Rewrite the paragraph. Change the verbs to the past tense. Change want to wanted; fly to flew, etc.

13. Rewrite the paragraph. Add very much after want.

19. Rewrite the paragraph. Change the verbs to the past tense (step 17) and combine sentences 1 and 2; 7 and 8. Use so.

D. Evaluation:

Have children read the following narrative silently and complete the following dialogue in writing.

Maria had to clean the house. Her mother told her she had to finish cleaning before she went out to play. When Maria's friends came to the house, she was still sweeping the floor.

Children: Maria, come play with us.

Maria : I can't.

Children: Why not?

Maria's Mother: She can't play yet because __________.

BOOK NINE, Unit VI

Lesson 4

A. Aim of Lesson: To teach structure: Don't leave me because you are my only sister.

B. Preparation Needed: Have pictures ready for narrative. Prepare more items for (C.d.2) Expansion Drill.

C. Procedure:

1. Review:
   a. Pronunciation drill /c/-/j/ from Lesson 1 of this unit.
   b. Ask children, "Who's happy?" Anyone of the children can answer, "I'm happy because ______." Do the same with "Who's unhappy?"

2. New Lesson:
   a. Narrative and dialogue:

   Lieni came to the pool. The birds flew away because they were afraid of Lieni. Sakier flew up with the birds because she wanted to go with them. Up, up, up she flew. She was happy to be a bird.

   Lieni : Don't leave me, because you're my only sister.

   Sakier: I'm going with the birds because they love me.

   Lieni : Please come back, Sakier.

   Sakier: No. I'm happy to be a bird.

   b. Ask comprehension questions.
      1) Who came to the pool?
      2) Why did the birds fly away?
      3) Why did Sakier want to go with the birds?
      4) Was Sakier happy to be a bird?
      5) Did Lieni want Sakier to go with the birds?

   c. Teach the dialogue.
   d. Pattern drills:
      1) Substitution drill:

Teacher	Class
Don't leave me because you're my only sister.	Don't leave me because you're my only sister.
brother	etc.
father	
mother	
teacher	
etc.	

Lesson 4 (continued)

2) Expansion drill:

Teacher	Class
Don't leave me. I'm afraid.	Don't leave me because I'm afraid.
Don't bother me. I'm busy.	Don't bother me because I'm busy.
Don't make any noise. Baby's sleeping.	Don't make any noise because baby's sleeping.
Don't dirty the room We have to clean it.	Don't dirty the room because we have to clean it.
Don't waste the paper. We have just a little.	Don't waste the paper because we have just a little.

e. Reading:

Lieni comes to the pool. The birds fly away. They're afraid of Lieni. Sakier flies up with the birds. She wants to go with them. Lieni calls to her, "Don't leave me. You are my only sister." But Sakier goes with the birds. They love her and she is happy with them.

1) Were the birds afraid of Sakier?
2) Why did they fly away?
3) What did Lieni call to Sakier?
4) Why did Lieni call to Sakier?
5) Is Sakier happy? Why?
6) Is Lieni happy? Why not?

f. Writing:

16. Rewrite the paragraph. Put together sentences 6 and 7; and 8 and 9. Use because.
17. Rewrite the paragraph. Change the verbs to the past tense. Change comes to came; fly to flew, etc.
18. Rewrite the paragraph. Add very much after wants.
19. Rewrite the paragraph. Change to verbs to the past tense (step 17) and combine sentences 6 and 7; and 8 and 9. Use because.

D. Evaluation:

Have students complete the following phrases orally. Call on them one by one. Encourage them to give original endings to the sentences.

Don't leave me ______. Don't bother me ______.
Don't make any noise ______. Don't dirty the room ______.
Don't waste the paper ______. Don't turn off the light ____.
Don't leave your book outside ______.

BOOK NINE, Unit VI

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Preparation Needed: Have pictures for narrative ready.
Practice sentences for 3, pronunciation practice.

C. Procedure:

1. Tell the entire comprehension narrative and ask comprehension questions.

2. Have various students tell different parts of the story. Cue with pictures for the narrative.

3. Pronunciation practice. (Use pictures from Lesson 1 of this unit. Have three children stand up. Give each child a picture and let them recite the line that goes with the picture.)

4. Have students answer the following questions using because.

   a. Why was Sakier unhappy?
   b. Why was Lieni unhappy?
   c. Why did Sakier want to be a bird?
   d. Why did the birds give Sakier feathers?
   e. Why did Sakier want to go with the birds?
   f. Why did the parents cry?
   g. Why is the cry of the sakier such a lonely cry?
   h. What do people say when they hear the cry of the Sakier?
   i. Have you ever been unhappy? Why?
   j. Have you ever been very happy? Why?

5. Reading:

   Timothy was late for school one day. He had forgotten his homework paper and had to go back for it. When he got to his house he couldn't find the paper. His sister had cleaned the house and put everything away. He asked his sister where his homework paper was. She looked for it. She took a long time. She couldn't remember where she had put it. Finally she found it. Timothy took it and ran to school. It was already 8:15.

6. Writing: Complete the following statements. Use because.

   a. Timothy was late for school one day _______.
   b. Timothy couldn't find the paper _______.
   c. Timothy's sister took a long time looking for the paper _______.
   d. Timothy took his paper and ran _______.
   e. I would/would not like to have a sister like Timothy's __________.

ACHIEVEMENT TESTS: BOOK NINE, Unit VI

Test A

Structure to be tested: /j/ - /č/

Items required: Pencil, and paper numbered from 1-15.

Instructions:

Tell the students that you are going to say some words, some of which have a /j/-sound and some that have a /č/-sound.

Those that have the /j/-sound, as in joke, you will label "1"; those that have the /č/-sound, as in choke, you will label "2". After beginning the test, they are to listen carefully to each word you say; if the word has the /j/-sound, they are to mark a "1"; if it has a /č/-sound, they are to mark a "2".

Examples: JOKE - 1 CHOKE - 2

Teacher: cheer
Class : 2
Teacher: jeer
Class : 1

Test-items:

1.	jug	1
2.	chump	2
3.	chin	2
4.	jar	1
5.	chew	2
6.	badge	1
7.	etch	2
8.	leech	2
9.	jump	1
10.	liege	1
11.	march	2
12.	Jew	1
13.	edge	1
14.	gin	1
15.	char	2

Scoring:

Each student can receive 15 possible points.

ACHIEVEMENT TESTS: BOOK NINE, Unit VI

Test B

Structure to be tested: ________ because ________

Items required: Randomized list of students.

Instructions:

Part I: Tell the students that you will say a statement, and then will call on someone. That student will make up a statement, saying either, "I'm happy because ________," or "I'm unhappy because ________," whichever is appropriate.

Example: Teacher: I won $10.
Student: I'm happy because I won $10.
Teacher: I broke my arm.
Student: I'm unhappy because I broke my arm.

Test-items:

1. My father is sick.
2. I'm going to Hawaii.
3. I found $1.
4. I lost my comb.
5. I got a letter.
6. My pig died.
7. I'm going to a party.
8. I tore my clothes.
9. I have to work.
10. I can play volleyball.

Part II: Tell the students that you are going to say a statement and then will call on an individual. That student will finish your statement using a "because" clause.

Example: Teacher: Don't play too hard ...
Student: Don't play too hard because you'll get too tired.
Teacher: Don't walk in the mud ...
Student: Don't walk in the mud because you'll get your clothes dirty.

Test-items:

1. Don't play with the knife.
2. Don't talk in church.
3. Don't borrow my pencil now.
4. Don't play the radio loudly.
5. Don't ask for more food.
6. Don't go inside the house.
7. Don't spend your money.
8. Don't use all the kerosene.
9. Don't ask any questions.
10. Don't shout.

Scoring: Each student can receive 1 point on part I; each student can receive 1 point for part II.

BOOK NINE, Unit VII

Listening Comprehension Narrative

Once upon a time, there were ten brothers who lived on Woja in the Alinglaplap Atoll in the Marshall Islands. The brothers thought one of them should rule the island. They decided to race across the lagoon to Jeh Island. They felt the best man would win and he would become the king.

In those days there were no sails or motors. A man had to use a pole to push his canoe in shallow water. In deeper water, he had to use a paddle.

Each brother had to make his own canoe for the race. Each one had to carve his own paddle.

On the day of the race, the boys lined up with their canoe. Timur, the eldest, was on one end. Jabro, the youngest, was on the other end. Just when they were ready to start, their mother Likantur appeared. She carried some heavy bundles. She went to Timur and said, "You have to take me with you." He answered, "If you go with me, I have to paddle harder. I won't take you." And all the other brothers also refused to take their mother.

Finally, Likantur went to Jabro. "Of course, I'll take you, mother," Jabro said. He knew he had to paddle harder for he was the smallest but he was willing to take his mother and her bundles.

When she got into the canoe, she was eager to open her bundle. Jabro had to help her for the bundle was very big. It was a woven pandanus mat with three corners. "This is a sail," Likantur explained. "I made it especially for the race. I had to strip the pandanus and dry it first. Then I had to weave for two days without rest." It was the first sail ever to be made.

Likantur had to teach Jabro how to put up the sail. Then she had to teach him how to use it. The sail soon filled with air and their canoe sped toward Jeh Island. They left the other canoes far behind.

When they reached the island, Likantur took Jabro to the other side of the island. She said, "I have to bathe you in the clear pool. Then I have to make you a new skirt. And I have to make you a necklace of shells. We have to prepare you for you will be king."

When the other brothers arrived, they heard the people shouting "Jabro is King! Jabro is King!" The brothers all agreed, "Jabro is King!" He won the race.

Structures taught previously: There were ________
Superlative adjectives: youngest, eldest, smallest

New for production:
______ had to ______
______ have to ______
______ has to ______

BOOK NINE, Unit VII

Listening Comprehension Narrative (continued)

New for recognition: ______ eager to ______
______ happy to ______

Suggested Comprehension Questions:

1. How many brothers were there?
2. Where did they live? (Use map if you have one in classroom)
3. How did they decide which brother would be king?
4. Timur was the youngest, wasn't he?
5. Were there motors for canoes in those days?
6. What did a man use to move his canoe in shallow water? In deep water?
7. What was Likantur carrying?
8. What did each brother have to make in preparation for the race?
9. What was the sail made of?
10. How did Likantur make the sail?
11. Were Timur and his brothers wise to refuse to take Likantur?
12. Did Jabro know how to put up a sail?
13. What did Likantur make for Jabro after the race?
14. Timur won the race, didn't he?
15. Do you like Jabro? Why?
16. Do you like Timur? Why not?
17. How did Jabro become king? Whom should he thank?

BOOK NINE, Unit VII

Lesson 1

A. Aim of Lesson: To teach the structure: ______ had to ______

B. Preparation Needed: Practice presenting narrative with pictures.
Memorize dialog.
Go over pattern practice carefully.

C. Procedure:

1. Review:
   a. Song, "Three Fishermen"
   b. Ask students why they are happy or unhappy. Have them respond, "I'm happy/unhappy because ________."

2. New Lesson:
   a. Present listening comprehension narrative and ask comprehension questions.

   b. Re-tell the following part of the narrative:

      In those days, there were no sails or motors. A man had to use a pole to push his canoe in shallow water. In deep water, he had to use a paddle. Each brother had to make his own canoe for the race. Each one had to carve his own paddle.

   c. Be sure they understand the narrative. Ask questions.

      1) What did a man have to use to push his canoe in shallow water?
      2) What did he have to use in deep water?
      3) Who had to make the canoes?
      4) Who had to carve the paddles?

      (Have children answer questions with had to.)

   d. Teach the dialogue:

      Linda: Did they have motors in those days?

      Tim : No. They had to use a pole and paddles.

      Linda: Did they buy the paddles?

      Tim : No, each man had to carve his own.

Lesson 1 (continued)

e. Pattern drills:

1) Substitution drill: (cue with pictures.)

They had to use a pole and paddles.
jeep
truck
canoe
boat
car
etc.

2) Each man had to carve his own paddle.
He
She
They
We
Anita
Jabro
Likantur
Timur

f. Reading:

A man uses a pole to push his canoe in shallow water. There are no sails or motors. In deep water, he uses a paddle. Each brother makes his own canoe. Each one carves his own paddle. They all like to make their own canoes and paddles.

g. Writing:

17. Rewrite the paragraph. Change the main verbs to the past tense: are to were; uses to used, etc.

18. Rewrite the paragraph. Add very much after like.

19. Rewrite the paragraph. Change the main verbs to the past tense (step 17) and combine sentences 1 and 2. Use because.

20. Rewrite the paragraph. In sentences 1, 3, 4, 5, and 6 add had to before the main verb. Omit the final -s from the main verbs in sentences 1, 3, 4, and 5. Change are to were in sentence 2, and like to liked in sentence 6.

BOOK NINE, Unit VII

Lesson 2

A. Aim of Lesson: To teach the structure: _____ have to _____

B. Preparation Needed: Memorize dialogue.
Prepare pictures showing various actions.

C. Procedure:

1. Review:
   a. Song, "Thirty Days Hath September"
   b. Using pictures of actions ask children, "What did you have to do yesterday?" Have children respond, "I had to _____."

2. New Lesson:
   a. Present listening comprehension narrative and ask comprehension questions.

   b. Narrative and dialogue:

   When the race was ready to start, Likantur appeared. She carried some heavy bundles. She wanted to ride to Jeh Island. She went first to Timur, the eldest brother:

   Likantur: You have to take me with you.

   Timur : If you go with me, I have to paddle harder.

   I won't take you.

   Likantur: But I have to go to Jeh island.

   Timur : You have to go with one of the others.

   I won't take you.

   c. Be sure they understand the narrative and dialogue.
   Ask questions.
      1) When did Likantur appear?
      2) What was she carrying?
      3) What did she want?
      4) Whom did she go to first?
      5) Why do you think she went to Timur first?

   d. Teach the dialogue.

Lesson 2 (continued)

e. Pattern Practice:

1) Substitution drill:

a) I have to go to Jeh Island.
the store
school
church
Mand
the hospital, etc.

b) I have to do my homework.
clean the house
cook supper
go home
watch the baby
make a mwarmwar

2) Transformation drill:

You have to take me with you.	Do you have to take me with you?
You have to go to the store.	Do you have to go to the store?
You have to do your homework.	etc.
You have to go to the hospital.	
You have to go home.	
You have to go with me.	
You have to find the book.	

f. Reading:

When the race is ready to start, Likantur appears. She wants a ride to Jeh Island. She carries some heavy bundles. She asks Timur to take her. He is the oldest. "You take me with you," she says. "You help me. I want to go to Jeh Island."

g. Writing:

18. Rewrite the paragraph. Add very much after the word wants in the last sentence.
19. Rewrite the paragraph. Change the main verbs to the past tense in sentences 1, 2, 3, 4, and 5. Combine sentences 2 and 3, 4 and 5. Use because.
20. Rewrite the paragraph. Add had to before the main verb in sentences 3 and 4. Omit the final -s in the main verbs.
21. Rewrite the paragraph. Add have to before the main verbs in sentences 6 and 7.

Lesson 3

A. Aim of Lesson: To teach the structure: _____ has to _____.

B. Preparation Needed: Action pictures for pattern drills.

C. Procedure:

1. Review: Ask questions about the short narratives from the last two lessons. Be sure children answer with had to and have to.

2. New Lesson:

   a. Present listening comprehension narrative and ask comprehension questions.

   b. Narrative and dialogue:

      Likantur has to go to Jeh Island. Each brother says he has to paddle harder if he takes her. Likantur carries a pandanus sail. To make the sail she has to strip the pandanus leaves. Then she has to weave without stopping.

      1) Where does Likantur have to go?
      2) Why don't her sons want to take her?
      3) What does she carry?
      4) What does she have to do first with the leaves?
      5) What does she have to do next?

   c. Pattern drills:

      1) Substitution drill: (Use action pictures.)

         She has to dry the leaves.
         wash the dishes
         wash the clothes
         take a bath
         erase the board
         etc.

      2) Transformation: (Use action pictures.)

She has to take a bath.	Does she have to take a bath?
He has to clap the erasers.	Does he have to clap the erasers?
etc.	

Lesson 3 (continued)

d. Reading:

Likantur has to go to Jeh Island. Each brother says he has to paddle harder if he takes her. Likantur carries a pandanus sail. To make the sail, she has to strip the pandanus. Then she has to dry the leaves. Then she has to weave.

e. Writing:

20. Rewrite the paragraph. Change has to to had to.

21. Rewrite sentences 4, 5, and 6. Change has to to have to. Change she to I.

22. Rewrite the paragraph. Add for two days at the end of the last two sentences.

BOOK NINE, Unit VII

Lesson 4

A. Aim of Lesson: Use negative with have to.

B. Preparation Needed: Memorize dialogue. Practice pattern drills.

C. Procedure:

1. Review:

   a. Song: "Pearly Shells"

   b. Ask children what they had to do one day of this week.
   Have them answer: "I had to clean the house on Monday."
   "I had to go to church on Sunday."
   etc.

2. New Lesson:

   a. Present listening comprehension narrative and ask comprehension questions.

   b. Narrative and dialogue:

   Likantur didn't have to make a sail but she did. She was eager to help one of her sons become king. Jabro didn't have to take his mother. But he did because he loved her. When they got to Jeh Island, Likantur prepared a skirt and necklace for him.

   Jabro : You don't have to sew me a new skirt.

   Likantur: You are king now. You must have a new skirt.

   Jabro : You don't have to make me a new necklace.

   Likantur: I will make one for the new king.

   c. Pattern drills:

   1) Substitution:

   You don't have to sew me a new skirt.
   go to the store
   buy me a new pen
   get me anything
   go to Guam
   etc.

Lesson 4 (continued)

2) Jabro didn't have to take his mother.

Anita
We
They
He
She

d. Reading:

Likantur made a sail. She was eager to help one of her sons become king.

Jabro took his mother with him on the canoe. He loved her very much.

On Jeh Island, Likantur bathed Jabro in a clear pool. She sewed him a new skirt. She made him a new necklace.

e. Writing:

20. Rewrite the passage. Add had to before the main verbs in sentences 1, 6, and 7. Change the main verbs from the past to the present tense in those sentences.

21. Rewrite the passage. Add had to before the main verb. Change the main verbs in sentences 1, 3, 5, 6, and 7 from the past to the present tense in those sentences.

22. Rewrite the passage. Add in an hour to the end of sentence 6.

23. Rewrite the 3rd paragraph. Add didn't have to before the main verb in each sentence. Change the main verb from the past to the present tense in those sentences.

BOOK NINE, Unit VII

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Preparation Needed: Pictures for short narrative. Practice pattern drill -- use narrative pictures to cue.

C. Procedure:

1. Review: Ask children what they have to do over the weekend. Have them respond, "I have to ______."

2. New Lesson:

   a. Present listening comprehension narrative and ask comprehension questions. Encourage any student who wishes to, to tell the story using the pictures.

   b. Narrative:

      Every morning Paulino fetches water. He washes his face and brushes his teeth. He sweeps the yard before he goes to school.

      After school he studies. Sometimes he watches the baby or he gathers breadfruit.

   c. Pattern drills:

      1) Transformation drill: (cue with pictures from narrative.)

      Every morning Paulino fetches water. — Every morning Paulino has to fetch water.

      (Change every sentence in the same way.)

      2) Every morning Paulino fetches water. — Every morning I have to fetch water.
      etc.

      3) Every morning Paulino fetches water. — Every morning Paulino doesn't have to fetch water.
      etc.

      4) Every morning Paulino fetches water. — Does Paulino have to fetch water every morning?

Lesson 5 (continued)

d. Reading:

Every morning Paulino fetches water. He washes his face and brushes his teeth. He sweeps the yard before he goes to school.

After school, he studies. Sometimes he watches the baby or he gathers breadfruit.

e. Writing:

21. Rewrite the passage. Change Paulino and he to I; change his to my.

22. Rewrite the passage. Add for an hour at the end of sentence 4.

23. Rewrite the passage. Add doesn't have to before the main verb. Change the main verb to the simple present tense.

24. Change each sentence to a question. Begin each question with Did. Change the main verbs to the simple present tense. Change goes to went in sentence 3.

ACHIEVEMENT TEST: BOOK NINE, Unit VII

Structure to be tested:

_____ had to _____
_____ has to _____
_____ have to _____
"negative" + have to

Items required:

1) Pencil, and paper numbered 1-8 for each pupil.
2) Write these answer-words on the board:

has to
have to
had to

don't have to
doesn't have to

3) Write the test-paragraph on the board but keep it covered, or write it on a large sheet of paper.

Instructions:

Tell the students that you are going to show them a paragraph that has some blanks. They are to fill in the blanks, using words from the answer-word list (above). Read through the paragraph once with the class before beginning the test.

Test-paragraph:

Once there was a boy who had a toothache. He (1) go to the hospital. But he was afraid to go. He said to his mother, "Do I (2) go, Mother?"

"Yes, Peter," answered his mother. "You can go with your father. He (3) go to Kolonia this afternoon."

"What does he (4) get?" asked Peter.

"Oh, he (5) get anything. He (6) see a man there."

"When will we come back from Kolonia?" asked Peter.

His mother said, "Your father will be busy a long time, so you (7) wait for him. Last week he (8) wait for that man for five hours."

Peter said, "O.K. I'll go to the hospital, and then walk home alone."

Peter was so happy to go to Kolonia that his toothache went away. But, of course, he didn't ever tell his mother.

Scoring:

Each student can receive 8 possible points.

Answers: 1. had to 2. have to 3. has to 4. have to 5. doesn't have to 6. has to 7. don't have to 8. had to

BOOK NINE, Unit VIII

Listening Comprehension Narrative

Once long ago, there lived a famous chief named Paluelap on Puluwat Atoll in the Marshall Islands. He had two sons. The older was named Rongelap and the younger was named Rongerik.

As sons of a chief, they had to learn many things. Paluelap tried to teach his sons all he knew. He wanted them to grow up to be good chiefs, too.

Rongerik listened and worked and learned with his father. He was quick to learn and willing to work. He was happy to help others and glad to teach them anything he knew. Paluelap was always happy to see Rongerik sharing everything with the village people.

But Rongelap was lazy. He was slow to learn and unwilling to listen to his father. He was unwilling to help other people. He wanted everything for himself. The village people did not like him.

Paluelap was pleased to see Rongerik learning. But he was sorry to see that Rongelap did nothing. "At least," he thought, "I am lucky to have one good son."

One day, Rongerik learned to make a fish trap. Paluelap was glad to teach him how to make the trap, and where to set it. After two days, Rongerik pulled up the trap. It was full of fish. He was very happy. He was proud to share the fish with all the people of the village.

Rongelap was watching while Rongerik was sharing his fish with the people. He sent men out to cut reeds for a trap. He took the reeds to his father. "Make me a fish trap at once!" he ordered. Paluelap smiled and began to make the trap. "I'll teach Rongelap a lesson," he said to himself. He made the trap without a door. No fish could get in. Rongelap was too foolish to notice this.

When the trap was finished, Rongelap was proud to show it to Rongerik. "I'll catch many fish tomorrow. Just wait and see," he boasted.

So the next day, the two boys laid their traps in the waters. In a few hours Rongerik was happy to see his trap full of fish. He was eager to pull it up. Rongelap pulled up his trap, too. It was empty. He was furious to find it empty. But he was still unwilling to learn. "It's too much trouble to catch fish with a trap," he said. "Education is for stupid men who need it. I'll just live on luck."

Structures taught previously: Past tense of verbs.
_____ had to/have to _____

New for production: _____ glad to _____
The above structure in question and negative forms.

New for recognition: Rongelap was watching while Rongerik was sharing his fish with the people.

Listening Comprehension Narrative (continued)

Suggested comprehension questions:

1. Where did Paluelap live? Can you find it on the map?
2. What were Paluelap's sons named?
3. Which son was good?
4. Was Rongelap a good son? Why or why not?
5. Who would you like for a chief? Rongelap or Rongerik? Why?
6. Was Paluelap pleased with his sons?
7. Was Rongerik selfish? How do you know?
8. Was Rongelap respectful towards his father?
9. Was Rongelap willing to listen and work?
10. Do you agree with Rongelap that education is for stupid men?
11. Would you like to be Rongerik or Rongelap?
12. Do you think Paluelap was a wise man? What makes you think so?
13. What are some of the things you think a wise chief must learn to do?

BOOK NINE, Unit VIII

Lesson 1

A. Aim of Lesson: To review the structure:
________ had to/have to ________

B. Preparation Needed: Practice listening comprehension narrative with pictures.
Learn song, "The Happy Wanderer".
Go over pattern drills before class.

C. Procedure:

1. Song: "The Happy Wanderer" (watch pronunciation of /æ / sound.)

I love to go a-wandering
Along the mountain track
And as I go, I love to sing,
My knapsack on my back.

Val-de-ri, val-de-ra,
Val-de-ri, val-de-ra-ha-ha-ha-ha-ha
Val-de-ri, val-de-ra,
My knapsack on my back.

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialogue:

The sons of chiefs had to learn many things. They had to learn to fish. They had to learn to make tools. They had to learn to make canoes and paddles. They had to help the people. They had to work with the people.

All these things, Rongerik was eager to do. He wanted to be a good chief when he grew up.

Paluelap: You have to learn to swim and fish well.

Rongerik: I will watch you and learn, father.

Paluelap: You have to learn to share everything with the people.

Rongerik: I will gladly do that.

Lesson 1 (continued)

4. Be sure they understand the dialogue and narrative. Ask questions.

   a. The sons of chiefs had many things to learn, didn't they?
   b. What were some of the things they had to learn?
   c. Was Rongelap willing to learn all these things?
   d. Who would teach him all these things?
   e. Who wanted to be a good chief, Rongerik or Rongelap?
   f. How did he learn to do things? Did he go to school like you do?

5. Teach the dialogue.

6. Pattern Drills:

	Teacher	Students
a.	They had to carve their own canoes.	Did they have to carve their own canoes?
	help the people	Did they have to help the people?
	work with the people	etc.
	share everything with the people	
	learn to swim and fish	
	teach the people	
	lead the people in battle	
b.	You have to learn to swim.	You have to learn to swim.
	Rongerik	Rongerik has to learn to swim.
	paddle	Rongerik has to learn to paddle.
	they	They have to learn to paddle.
	you	You have to learn to paddle.
	fish	You have to learn to fish.
	he	He has to learn to fish.
	we	We have to learn to fish.
	run	We have to learn to run.

7. Reading:

   The sons of chiefs had to learn many things. They had to learn to fish. They had to learn to make tools. They had to help the people. They had to work with the village people.

8. Writing:

   23. Rewrite the passage. Change had to to don't have to in each of the sentences.
   24. Combine sentences 2 and 3, and 4 and 5. Use and.
   25. Change each sentence to a question. Begin each question with Do. Change had to have.

BOOK NINE, Unit VIII

Lesson 2

A. Aim of Lesson: To teach the structure: He was quick to learn.
happy to help
pleased to see

B. Preparation Needed: Pictures for listening ccmprehension narrative.
Practice pattern drills before class.

C. Procedure:

1. Review:
   a. Song: "The Happy Wanderer" (watch pronunciation of /æ / sound.)
   b. Chain drill:
      A: I have to watch the baby this afternoon.
      What do you have to do?
      B: I have to clean the house.
      What do you have to do this afternoon.
      C: I have to go to the store.
      etc.

2. Present narrative and ask comprehension questions.

3. Narrative and dialogue:

Paluelap had two sons. Rongelap was lazy. He didn't want to learn anything. Rongerik listened and worked and learned.

Paluelap: You are a good boy, Rongerik. You are willing to learn.

Rongerik: I want to help the people. I am glad to learn so I can teach them.

Paluelap: I am happy to have a son like you.

Rongerik: And I am lucky to have a wise father like you.

4. Be sure they understand the narrative and dialogue. Ask questions.
   a. Who was a better son, Rongerik or Rongelap?
   b. What did Rongerik do?
   c. Why did Rongerik want to learn?
   d. Was Paluelap proud of Rongelap?
   e. Was he proud of Rongerik?
   f. Did Rongerik respect his father?

Lesson 2 (continued)

5. Teach the dialog.

6. Pattern drills:

   a. Substitution drill: (Cue with action pictures.)

      I am glad to watch the baby for you.

      wash the dishes
      sweep the floor
      erase the blackboard
      etc.

   b. Transformation drill:

He gladly washed the dishes.	He was glad to wash the dishes.
He gladly erased the blackboard.	He was glad to erase the blackboard.

etc.

7. Reading:

Rongerik listened and worked and learned. He learned quickly. He worked willingly. He happily helped others. He gladly taught them anything he knew.

Paluelap was always happy to see Rongerik sharing everything with the people.

8. Writing:

24. Rewrite the passage. Combine sentences 2 and 3, 4 and 5. Use and.

25. Rewrite the passage. Change sentences 2, 3, 4, and 5 into questions. Start each question with Did. Change the main verbs to the present tense.

26. Rewrite the passage. Change sentences 2, 3, 4, and 5. In sentence 2 change learned quickly to was quick to learn. Make similar changes in the other three sentences.

Lesson 3

A. Aim of Lesson: To continue teaching the structure from Lesson 2.
Teach question form of structure.

B. Preparation Needed: Pictures for narrative and action pictures for review.
Practice pattern drills before class.

C. Procedure:

1. Review:
    a. Song: "The Happy Wanderer"
    b. Chain drill:

A: I had to watch the baby yesterday.
What did you have to do?

B: I had to clean the house yesterday.
What did you have to do?

C: I had to fetch water yesterday.
etc.

2. Present narrative and ask comprehension questions.

3. Narrative:

Rongerik learned to make a fish trap one day. Paluelap was glad to teach him how to make the trap and where to set it. After two days, Rongerik pulled up the trap. It was full of fish. He was very happy. He was proud to share the fish with all the people of the village.

4. Be sure they understand the narrative.

    a. What did Rongerik learn to make one day?
    b. Who was glad to teach him how to make the trap?
    c. Why was Rongerik happy when he pulled up the trap?
    d. What did he do with the fish?
    e. Do you think Paluelap was proud of Ronderik?

5. Re-read the passage once more. Then repeat it line by line with the class repeating each line after you.

Lesson 3 (continued)

6. Pattern drills:
   a. Mixed drill:

Paluelap was glad to teach him.		Paluelap was glad to teach him.
unwilling		Paluelap was unwilling to teach him.
	her	Paluelap was unwilling to teach her.
proud		Paluelap was proud to teach her.
	them	Paluelap was proud to teach them.
eager		etc.
	you	
willing		
happy		
	us	

   b. Transformation drill:

Paluelap was glad to teach him.	Was Paluelap glad to teach him?
Rongerik was very happy.	Was Rongerik very happy?
Paluelap was proud of Rongerik.	Was Paluelap proud of Rongerik?
Paluelap was proud of Rongelap.	Was Paluelap proud of Rongelap?
Paluelap was a chief.	Was Paluelap a chief?
Rongerik was a good student.	Was Rongerik a good student?
etc.	

7. Reading:

Rongerik learned to make a fish trap. Paluelap gladly taught him how to make the trap and where to set it. After two days, Rongerik pulled up the trap. It was full of fish. He was very happy. He proudly shared the fish with the people of the village.

8. Writing:
   25. Rewrite the paragraph. Change sentences 4 and 5 to questions. Start each question with Was.
   26. Rewrite the paragraph. Change sentence 2. Use was glad to teach in place of gladly taught. Make a similar change in sentence 6.
   27. Rewrite the paragraph. Change Rongerik to Vilora. Change he to she and him to her.

BOOK NINE, Unit VIII

Lesson 4

A. Aim of Lesson: To teach the structure from Lesson 2 in negative form.

B. Preparation Needed: Practice pattern drills.
Be sure to have the pictures for the narrative.

C. Procedure:

1. Review:
   a. Song: "The Happy Wanderer".

   b. Ask children what the sons of chiefs had to learn to do. Have them answer with the structure: "They had to learn to ________."

2. Present narrative and ask comprehension questions.

3. Narrative and dialogue:

Paluelap was making a fish trap while Rongelap watched. Rongelap didn't know that the trap had no door. When the trap was finished, he gladly showed it to Rongerik.

Rongerik: Did father make your trap?

Rongelap: Yes. He wasn't eager to make it but I ordered him to.

Rongerik: Aren't you willing to learn to make your own?

Rongelap: No. Others can make it for me. Why should I be willing to learn?

4. Be sure they understand the dialogue and narrative.

   a. What did Rongelap do while Paluelap made the fish trap?
   b. Did Rongelap know that the trap had no door?
   c. Was the trap a good one? Why or why not?
   d. Who did Rongelap proudly show the trap to?
   e. Was Rongelap interested in learning how to make a fish trap?
   f. Had Rongerik made his own trap?

5. Teach the dialogue.

Lesson 4 (continued)

6. Pattern drills:

Paluelap wasn't eager to make the trap.			Paluelap wasn't eager to make the trap.
She			She wasn't eager to make the trap.
		sail	She wasn't eager to make the sail.
	willing		etc.
Mother			
		canoe	
Jabro			
	happy		
		paddle	
Timur			

7. Reading:

Paluelap was eager to make Rongelap's trap. He was happy to help his lazy son. He made the trap with no door.

When the trap was finished, Rongelap proudly showed it to Rongerik. He happily set his trap in the water.

8. Writing:

26. Rewrite the passage. Change proudly showed to was proud to show in the first sentence of the second paragraph. Make a similar change in the next sentence.

27. Rewrite the passage. Change Paluelap to Likantur. Change he to she and his to her.

28. Rewrite the first paragraph. Add n't to the word was in the first two sentences.

BOOK NINE, Unit VIII

Lesson 5

A. Aim of Lesson: To review structures taught in Lessons 1-4 of this unit.

B. Preparation Needed: Practice pattern drills.
Have ready for children to use the pictures of narrative.

C. Procedure:

1. Review:

   a. Song: "Three Fishermen"

   b. Ask children what they will be glad to do on Saturday. Have them respond: "I'll be glad/happy to go swimming."

2. Present narrative and ask comprehension questions.

3. See if any of the children would like to tell the story or parts of the story by themselves.

4. Narrative and dialogue:

   Anako and Timothy were good students. They were eager to learn. They were happy to be in school. They were glad to study. They were willing to learn many new things.
   Ribon and Sepe were not eager to learn. They were not happy to come to school. They wanted to stay at home and play.

   Anako: C'mon. I'm anxious to get to school on time.

   Sepe : I'm not going. I'm not willing to learn all those things. I want to play.

   Anako: Aren't you glad to be able to go to school?

   Sepe : No. It's a waste of time.

5. Be sure they understand the narrative and dialogue.

   a. Are Anako and Timothy like Rongelap or Rongerik?
   b. Do you think Ribon and Sepe are smart?
   c. Why did Anako and Timothy like to go to school?
   d. What did Sepe and Ribon want to do?
   e. Would you like to be Anako/Timothy or Sepe/Ribon?

Lesson 5 (continued)

6. Pattern drills:

a.

Ribon was not eager to learn.	Ribon was not eager to learn.
Sepe	Sepe was not eager to learn.
willing	Sepe was not willing to learn.
work	Sepe was not willing to work.
Rongelap	etc.
glad	
study	
Tony	
happy	

b.

Weren't they happy to come to school?	Weren't they happy to come to school?
Sepe and Tim	Weren't Sepe and Tim happy to come to school?
go home	Weren't Sepe and Tim happy to go home?
eager	etc.
Anako and Joab	
go fishing	
willing	
mother and father	
go to Guam	
anxious	
the children	
go swimming	

7. Reading:

Anako and Timothy were good students. They were eager to learn. They were happy to be in school. They were glad to study. They were willing to learn many new things.

Ribon and Sepe were not eager to learn. They were not happy to come to school. They wanted to stay at home and play.

Lesson 5 (continued)

8. Writing:

27. Rewrite the passage. Change *Anako and Timothy* to *Linda*. Change *they* to *she*; *were* to *was*. Change *Ribon and Sepe* to *John*. Change *they* to *he*; *were* to *was*.

28. Rewrite the passage. Change *Anako and Timothy* to *Linda*. Change *they* to *she*; *were* to *was*. Add *n't* to the word *was* in each sentence.

29. Rewrite the first paragraph. Change *good students* to *good children at home*. Replace the words *learn*, *in school*, *study* and *learn many new things* with other words that are appropriate.

ACHIEVEMENT TESTS: BOOK NINE, Unit VIII

Test A

Structure to be tested: /æ /

Items required:
1) Randomized list of students.
2) Write these sentences on the board:

1. The fat man had a paddle.
2. Dad can't dance fast.
3. That man laughed and laughed.
4. Dan ran for the bag of candy.

Instructions:

Read over the sentences listed above to familiarize the students with new words.

Tell the students that you are going to call on them individually and will point out one of the sentences for that student to read. They are to be careful of their pronunciation of the /æ /-sound.

Scoring:

Score each student 1 point for saying the series of /æ /-sounds distinctly. Or, you can score each student 4 points, one for each underlined a.

ACHIEVEMENT TESTS: BOOK NINE, Unit VIII

Test B

Structure to be tested: phrases such as quick to learn

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to say a phrase and then will call on someone to make up a sentence, using that phrase.
Tell them the phrases before beginning the test, and give them the following examples:

Examples:

Teacher:	quick to learn
Student:	The student was quick to learn.
Teacher:	happy to help
Student:	I was happy to help her.

Phrases:

1. pleased to see
2. glad to teach
3. proud to help
4. willing to work
5. eager to see
6. happy to help
7. quick to learn

Scoring:

Each student can receive 1 point for using the phrase he is given in a completely correct sentence.

BOOK NINE, Unit IX

Listening Comprehension Narrative

Once there lived in Kapingamarangi, a beautiful girl named Hina. There was a strange thing about Hina. She had been born with one leg.

One day her parents said, "We want to visit relatives on Thouthou."

"How far is it to Thouthou?" Hina asked.

"It's about six miles," her father answered. "We will be gone all day. While we are visiting there, I want you to dry all the mats," he said. "Dry them out in the sunshine."

Hina was a good girl and she was eager to do whatever her parents asked her to. As soon as they left, she took all the mats and set them out in the sun to dry. Hina slept while the mats dried. While she was napping, it began to rain. The rain fell harder and harder. Finally, Hina got up. She tried to gather all the mats but she couldn't move quickly enough on one leg. Some of the mats were ruined.

When her parents returned home, they were very angry. The father said, "Go away! I don't want to see you again. I want you to go far away."

Hina began walking. Her brother Rua came running after her. "Where are you going, Hina?" he asked.

"I don't know," she said. "Maybe I'll go to Nukuoro."

"How far is it to Nukuoro?" he asked.

"It's about 200 miles," she said.

While they were talking at the seashore, a turtle came along. He heard Hina's sad story. "Come with me to Tinirau," he told her. "I'll take you there and you will be happy there."

"How far is it to Tinirau?" she asked.

"It's about four miles," the turtle answered. So Hina got on the turtle's back and went to Tinirau.

Rua went home and told his parents, "Hina has gone to Tinirau. She will never come back again."

The mother began to cry. "You have sent my only daughter away," she told her husband. And she wept for a whole week. Finally, her husband promised to bring Hina back. "How far is it to Tinirau?" he asked Rua.

"It's about four miles," Rua told him. "Will you really go to get my sister?"

"I have promised your mother to bring Hina back," his father answered.

So the father went to Tinirau and begged Hina to come home with him. Hina was glad to come back and her mother stopped crying. She was happy to see her only daughter once more.

Ever since then, the father has never scolded Hina.

BOOK NINE, Unit IX

Listening Comprehension Narrative (continued)

Structures taught previously: _____ eager to _____
_____ glad to _____
_____ happy to _____

New for production: How far is it to _____?
It's about _____.
I want to _____.

New for recognition: While the mats were drying, Hina was sleeping.
We want to _______.

Suggested questions for comprehension:

1. What was strange about Hina?
2. Where did she live?
3. Where did her parents go one day?
4. Did they take Rua and Hina with them?
5. What was Hina to do while the parents were gone?
6. What happened while Hina slept?
7. Why was Hina's father angry when he got back?
8. What did her father say to her?
9. Where did Hina think she might go?
10. Where did she go?
11. How far was it to Tinirau?
12. Who took Hina to Tinirau?
13. Rua went with her, didn't he?
14. Why did Hina's father go to Tinirau?
15. Did Hina come back home?
16. Was she happy to come home?
17. Was her mother happy to have her home?
18. Do you think Rua was happy to have his sister home again?
19. Did her father ever scold Hina again?
20. How far was it to Nukuoro?

BOOK NINE, Unit IX

Lesson 1

A. Aim of Lesson: To teach the structures: How far is it to _____.
It's about _______.

B. Preparation Needed: Practice saying listening comprehension narrative with pictures.
Make flash cards for pattern practice cues.

C. Procedure:

1. Review:

   a. Song: "The Happy Wanderer".

   b. Ask children what they were glad to or happy to do over the weekend. Have them respond: "I was glad to/happy to go to the store."

2. Present narrative and ask comprehension questions.

3. Narrative and dialogue:

   One day Hina's parents were going to visit relatives on Thouthou. Hina and Rua were to stay at home.

   Hina : How far is it to Thouthou?

   Father: It's about six miles. We will be gone all day.

   Hina : Will you be back by evening?

   Father: Yes. We'll be back by sunset.

4. Be sure they understand the narrative and dialogue.

   a. Did Hina and Rua go with their parents?
   b. Where did their parents go?
   c. Why did they go to Thouthou?
   d. How far is it to Thouthou?
   e. When were Hina's parents coming home?

5. Teach the dialogue.

Lesson 1 (continued)

6. Pattern Practice:
Response drill: (Cue with flash cards showing place name and distance.)

½ class	½ class
How far is it to Thouthou?	It's about six miles.
Nukuoro	200
Guam	900
Kwajalein	600
Majuro	791
Koror	1400
Yap	1300
Saipan	1000

7. Reading:

Hina and Rua's parents were going to visit relatives on Thouthou. They were going to take Hina and Rua along. "How far is it to Thouthou?" Hina asked.

"It's about six miles. We will be gone all day. We will be back by sunset."

8. Writing:

28. Rewrite the passage. Add n't to were in sentence 2. Change will to won't in sentence 6.

29. Rewrite the passage. Change Thouthou to Guam. Fill in the appropriate miles in sentence 4.

30. Rewrite the passage. Change sentences 1 and 2 to questions using negative tags, *e.g.*, "Hina and Rua's parents were going to visit relatives on Thouthou, weren't they?"

BOOK NINE, Unit IX

Lesson 2

A. Aim of Lesson: To continue teaching the structures:
How far is it to _____?
It's about _______.

B. Preparation Needed: Have flash cards from yesterday on hand for dialogue variations.

C. Procedure:

1. Song: "Pearly Shells"
2. Present listening comprehension narrative and ask comprehension questions.
3. Narrative and dialogue:

   Father was very angry at Hina. He told her to go away. Hina began walking towards the seashore. Her brother Rua ran after her.

   Rua : Where are you going, Hina?
   Hina: I don't know. Maybe I'll go to Nukuoro.
   Rua : How far is it to Nukuoro?
   Hina: It's about 200 miles.

4. Be sure they understand the narrative and dialogue.
   a. Why was Hina going away?
   b. Did she go toward the mountains?
   c. Who ran after her?
   d. Where did she say she might go?
   e. How far is it to Nukuoro?
5. Teach dialogue.
6. Do dialogue variations. Use yesterday's flash cards for pattern practice as cues to Hina's lines of where she would go and how far it is.
7. Reading:

   Hina's father was very angry at her. He told her to go away. Hina walked to the seashore. Her brother Rua ran after her.

   She told him she might go to Nukuoro. Nukuoro was about 200 miles away.

Lesson 2 (continued)

8. Writing:

29. Rewrite the passage. Change Nukuoro to Saipan. Fill in the appropriate miles in the last sentence.

30. Rewrite the passage. Change all the statements to questions using affirmative tags, e.g., "Hina's father wasn't angry, was he?"

31. Rewrite the passage. Combine the first two sentences. Use who. Begin the sentence with: "Hina's father who was very angry __________."

BOOK NINE, Unit IX

Lesson 3

A. Aim of Lesson: To teach the structure: I want to ______.
I want you to ______.

B. Preparation Needed: Flash cards from Lesson 1 for review.
Select action pictures to use as cues for pattern practice.
Make flash cards for C.6.b., pattern practice.

C. Procedure:

1. Review: Have some students run through some of the dialogue variations from yesterday. Use flash cards as cues.

2. Present narrative and comprehension questions.

3. Narrative and dialogue:

   Rua loved his sister Hina very much. He wanted to go to Nukuoro with her. She told him he had to remain at home.

   Rua : I want to go with you.

   Hina: No. You must stay here.

   I want you to be a good boy.

   Rua : But I want to be with you.

   Hina: I want you to stay here.

   I want you to take care of mother and father.

4. Be sure they understand the narrative and dialogue.

   a. Why did Rua want to go to Nukuoro?
   b. Did Hina want him to go?
   c. What did she tell him?
   d. Why did she want him to stay at home?

5. Teach the dialogue.

6. Pattern Practice: (Cue with action pictures.)

   a.

I want to go with you.	I want to go with you.
brush my teeth	I want to brush my teeth.
take a bath	etc.
comb my hair	
change my clothes	
etc.	

Lesson 3 (continued)

b. (Cue with flash cards.)

I want you to stay here.	I want you to stay here.
go to bed	I want you to go to bed.
go to church	etc.
go to the store	
stay home	
help mother	
do your homework	
help your brother	

7. Reading:

Rua loved his sister very much. He wanted to go to Nukuoro with her. She told him he had to remain at home.

She wanted him to be a good boy. She wanted him to take care of their parents.

8. Writing:

30. Rewrite the passage. Change all the statements to questions using tags. Use affirmative tags in the first paragraph; negative tags in the second.

31. Rewrite the passage. Combine the first two sentences. Use who.

32. Rewrite the passage. Add on the island of Kapinga at the end of sentence three.

Lesson 4

A. Aim of Lesson: To continue teaching the structures:
I want to ______.
I want you to ______.

B. Preparation Needed: Pictures used in pattern practice
a. yesterday.

C. Procedure:
1. Review: Chain drill.

A: I want to play baseball during recess.
What do you want to do?

B: I want to draw a picture during recess.
What do you want to do?
etc.

2. Present narrative and ask comprehension questions.

3. Pattern Practice:

Have pictures of actions used in yesterday's Pattern Practice a. Quickly review with students the structure "I want to ______." using all the pictures.

Have one student select a picture without other students knowing which picture has been chosen. The rest of the class take turns asking, "Do you want to ______?" until one guesses correctly which picture has been chosen. The one who guesses correctly chooses the next picture.
etc.

4. Review dialogue from yesterday.

5. Reading:

Hina's mother missed her very much. She cried for a whole week. Finally, her husband said he would bring Hina back.

He went to Tinirau. He begged Hina to return home with him. Hina was glad to return home. Her mother was happy to see her.

6. Writing:
31. Rewrite the passage. Combine the first two sentences. Use who.
32. Rewrite the passage. Add the island of before Tinirau in sentence 4.
33. Rewrite the passage. Combine sentences 2 and 3. Use the conjunction until.

BOOK NINE, Unit IX

Lesson 5

A. Aim of Lesson: To review all structures taught in previous lessons of this unit.

B. Preparation Needed: Pictures for narrative.

C. Procedure:

1. Song: "The Happy Wanderer."

2. Present narrative and ask comprehension questions.

3. Narrative and dialogue:

    Linda's parents were going to Sokehs. Linda and her little sister wanted to go, too. Their parents didn't want to take them. Linda's little sister, Anna, cried.

    Anna : I want to go to Sokehs, too.

    Mother: But you're too small. I want you to stay at home.

    Anna : How far is it to Sokehs?

    Mother: It's about four miles.

4. Be sure they understand the narrative and dialogue.
    a. Who were going to Sokehs?
    b. Who wanted to go along?
    c. Did their parents want to take them?
    d. What did Anna do?
    e. How far is it to Sokehs?

5. Teach the dialogue.

6. Reading:

    Linda's parents were going to Sokehs. Linda and her little sister, Anna, wanted to go, too. Their parents didn't want to take them. Anna was so small.

    Anna cried and cried. Finally their parents took Linda and Anna along to Sokehs.

7. Writing:

    32. Rewrite the passage. Add the island of before Sokehs in sentences 1 and 6.
    33. Rewrite the passage. Combine sentences 5 and 6. Use the conjunction until.
    34. Rewrite the passage. Invert the order of sentences 3 and 4. Combine the two sentences by starting with Since.

ACHIEVEMENT TESTS: BOOK NINE, Unit IX

Test A

Structure to be tested: I want to ______.
I want you to ______.

Items required:
1) Randomized list of students.
2) Flashcards of these phrases:

brush my teeth
take a bath
go fishing
go swimming
to stay home

read the book
go to the store
go to bed
go to church
help mother

Instructions:

Tell the students that you are going to ask them some questions, and then will call on an individual to answer. That student is to answer, using either "I want to," or "I want you to," whichever is appropriate. Cue them with the flashcards, which you should acquaint them with before beginning the test.

Examples:

Teacher: (holds up card go walking)
Mary, what do you want to do?
Mary : I want to go walking.

Teacher: (holds up card go to school)
John, what do you want me to do?
John : I want you to go to school.

Be careful to make a distinction between these two, and be careful to listen that they answer the question asked.

Scoring:

Each student can receive 1 point for answering correctly. You may want to ask each student twice, so as to give each a chance to answer in the two structures; therefore, each student can receive 2 possible points.

ACHIEVEMENT TESTS: BOOK NINE, Unit IX

Test B

Structure to be tested: How far is it to ______?
It's about ______ miles.

Items required: 1) Randomized list of students.
2) Draw the map shown below on the board; a rough sketch will do.

Instructions:

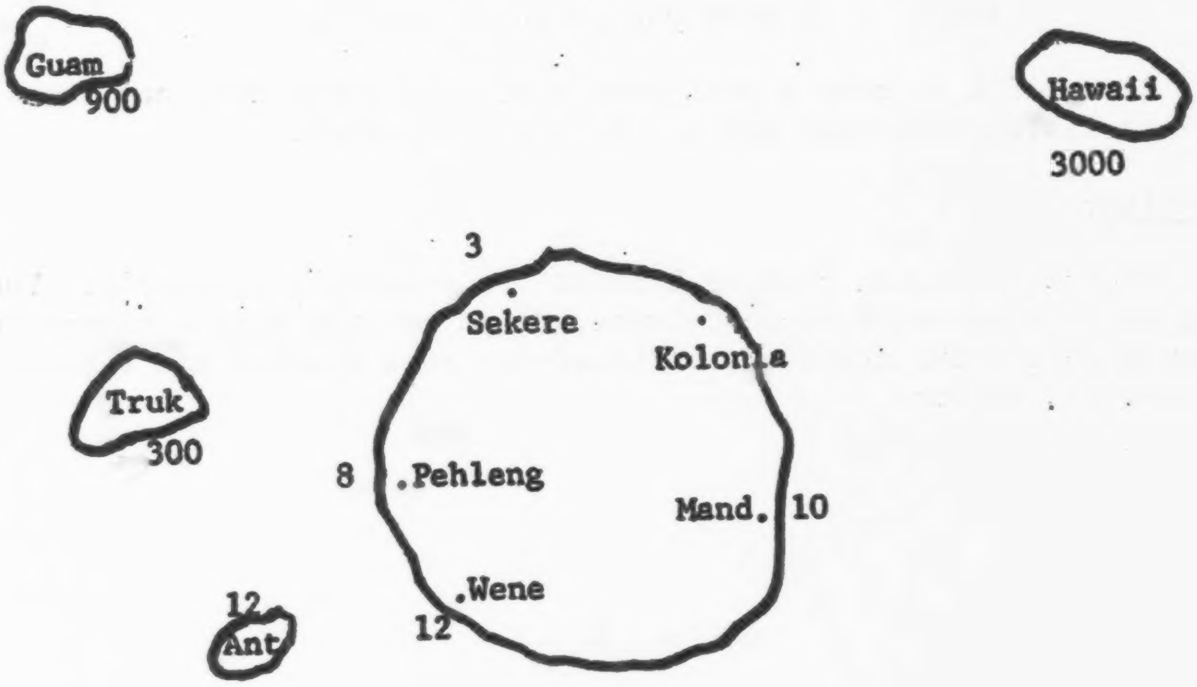
Tell the students that you are going to call on them two-at-a-time. One of the pair is to look at the map and ask his partner, "How far is it to ______?", naming one of the places on the map. His partner is to answer, "It's about ______ miles," saying the right number that is listed on the map.

Example:

Teacher: Jay and Tom.
Jay : How far is it to Guam?
Tom : It's about 900 miles.

Scoring: Give each student 1 point for either asking or answering with a completely correct sentence. You may want to give each student a chance both to ask and to answer; therefore, each student can receive 2 points.

Illustration:



BOOK NINE, Unit X

Listening Comprehension Narrative

TERKELEL AND THE BREADFRUIT TREE

There was once a little reef island called Ngibtal in the Palau Islands. It was a little distance from the shore of Babelthaup. A woman named Milad lived there. She was poor but she was a good woman. She had to work very hard.

One day, she went to gather some taro. She found an egg while she gathered taro. It grew larger and larger while she held it in her hand. It was a sun egg and it was not to be eaten.

Milad carefully carried the egg to her home and put it in a basket. A baby boy popped out of the egg shell while she cooked. Each day the boy grew bigger and bigger.

One day he asked Milad, "Why do we eat only taro and often go hungry?"

"I'm a poor woman," she answered. "We can only eat what we have in the garden."

Terkelel felt sorry for Milad. "I have to help her," he thought. One day while she was working in the taro patch, he was swimming out to sea. He dived down, down. He dived under the reef and under the island. He dived under the tall breadfruit tree that grew beside Milad's house. He cut out the inside of the tree and its largest branch.

With every wave, the sea water pushed up into the trunk and branch of the tree. The small waves would bring some fish. The larger waves would bring bigger fish. And the largest waves would bring some squid and octopus.

Milad was very happy. She clapped her hands while the fish fell out of the tree. Terkelel and Milad became rich. They shared their fish with the people in the village.

Soon, however, some of the village people got jealous. They decided to cut down the tree. They took their axes and cut the tree down. Then water sprang out of the tree and covered the whole island. It caused a great flood and the island sank beneath the sea. Today Ngibtal can still be seen lying in clear water outside the reef of Babelthaup.

Structures taught previously: ______ have to ______
______ had to ______

New for production: She found an egg while she was gathering taro.
A little boy popped out of the egg while she cooked.

New for recognition: They shared the fish with the people in the village.
They shared the fish with them.

Listening Comprehension Narrative (continued)

Suggested questions for comprehension:

1. Where was the reef island of Ngbital located?
2. Who lived on the island?
3. Was she rich?
4. Where did she find the sun egg?
5. What came out of the sun egg?
6. How large was he?
7. Why did Milad only eat taro?
8. How far down did Terkelel dive?
9. What did the small waves bring? The larger waves? The largest waves?
10. What did Milad do while the fish fell out of the tree?
11. Who did Milad and Terkelel share the fish with?
12. Why did the village people cut down the tree?
13. What happened when they cut the tree?
14. Can you still see Ngibtal today?
15. Do you think the village people were smart to chop down the tree?

BOOK NINE, Unit X

Lesson 1

A. Aim of Lesson: To review the structures:
_____ have to _____
_____ had to _____
_____ happy/glad to _____

B. Preparation Needed: Practice saying narrative with pictures.
Pictures for pronunciation drill from Book VII, Unit 2, Lesson 2.
Practice words for pronunciation.

C. Procedure:

1. Song: "Three Fishermen"

2. Present narrative and ask comprehension questions.

3. Pronunciation Lesson /Ø/-/h/

1	2
and	hand
oh	hoe
at	hat
ear	hear
eel	heel
eye	hi

a. Teacher says words in column 1. Children listen.
b. Teacher says words in column 2. Children listen.
c. Teacher says minimal pair in contrast. Children listen.
d. Teacher says two words such as:

ear-hear
hand-and
eye-eye
heel-eel
oh-hoe
hoe-hoe
hi-hi
hat-at
hear-ear

Children tell whether the pair is same or different.

e. Teacher cues with pictures. Students say "It's a hoe/ear," etc.
f. Sing: "Hi Ho" song.

4. Narrative:

Milad was a poor woman. She had to work hard. She had to gather her own taro. She had to eat only what she grew in her garden.

Terkelel was eager to help Milad. He was happy to help Milad get some fish. He was happy to share the fish with the people.

Lesson 1 (continued)

a. Was Milad a rich woman?
b. What did she gather?
c. What did she eat?
d. Was Terkelel a good boy? How do you know?
e. Was Milad happy to get some fish? Why?

5. Pattern Practice:

a. Repeat narrative line by line. Children repeat after teacher.

b. Girls repeat first paragraph after teacher changing Milad and she to I. Boys repeat second paragraph after teacher changing Terkelel and he to I.

6. Reading:

Milad was a poor woman. She had to work hard. She had to gather her own taro. She had to eat only what she grew in her garden.

Terkelel was glad to help Milad. He was happy to help Milad get some fish. He was happy to share the fish with the people.

7. Writing:

34. Rewrite the paragraph. Combine sentences 1 and 2. Start off the sentence with Since.

35. Rewrite paragraph 1. Change Milad and she to I and make other pronoun changes where necessary.

36. Rewrite paragraph 2. Change Terkelel and he to you. Make necessary verb changes. Change Milad to me.

BOOK NINE, Unit X

Lesson 2

A. Aim of Lesson: To teach the structure: She found an egg while she gathered taro.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "My Hat"

My hat it has three corners.
Three corners has my hat.
And had it not three corners
It would not be my hat.

2. Present narrative and ask comprehension questions.

3. Dialogue and narrative:

Milad was very excited when she found the sun egg in the taro patch. She told her neighbors about it.

Milad : I found a big egg while I gathered taro.

Neighbor: Can I see it?

Milad : It hatched. While I cooked, a baby boy popped out.

Neighbor: It must have been a magic egg.

a. Where did Milad find the egg?
b. Was she excited?
c. Who did Milad talk to about the egg?
d. What did she tell the neighbor?
e. Did a baby girl come out of the egg?

4. Teach the dialogue.

5. Pattern Practice: Expansion drill.

I found the egg. I gathered taro.	I found the egg while I gathered taro.
Mother watched the baby. She cleaned the house.	Mother watched the baby while she cleaned the house.
The cats played. The dog slept.	etc.

Lesson 2 (continued)

Pattern practice (continued)

I stayed home.
The family went to the movies.

I ate bread.
The others ate rice.

The baby played.
The rest of us worked.

We talked with friends.
We waited for the plans.

6. Reading:

Milad was very excited over the egg. She found it while she gathered taro. It hatched while she cooked supper.

Her neighbor wanted to see the egg. He wanted to see how big it was. He knew it must be a magic egg.

7. Writing:

35. Rewrite paragraph 1. Change Milad and she to I.

36. Rewrite paragraph 2. Change her neighbor and he to you.

37. Rewrite the passage. Invert sentence 3 so that it begins with While and ends with hatched.

BOOK NINE, Unit X

Lesson 3

A. Aim of Lesson: To teach the structure: She was working while he was swimming.

B. Preparation Needed: Practice dialogue for pronunciation practice.

C. Procedure:

1. Review:
   a. Song: "My Hat"
   b. Dialogue: (Pronunciation practice for /h/ sound.)

Anna : Hello.

Dakio: Hi.

Anna : Whose hat is that?

Dakio: It's mine. It has three corners.

2. Present narrative and ask comprehension questions.

3. Narrative:

Terkelel felt sorry for Milad. He wanted to help her. One day while she worked in the taro patch, he swam out to sea. He thought to himself, "Milad is working while I'm swimming. I will help her. While she is working, I am going to get some fish. While she is gathering taro, I will be catching fish."

a. Why did Terkelel want to help Milad?
b. What did he do one day while she worked in the taro patch?
c. What did he think to himself?
d. Do you think he made Milad happy that day?

4. Teach children to say Terkelel's monologue:

"Milad is working while I swim. I will help her.
While she's working, I'm going to get some fish.
While she's gathering taro, I'll be catching fish."

Lesson 3 (continued)

5. Pattern Practice: Teacher says the following sentences. Class inverts the main clauses.

   a. Milad is working while I am swimming.
   b. Mother is cooking while baby is sleeping.
   c. John is climbing the tree while Ben is watching.
   d. Father is eating while mother is washing.
   e. The boys are playing volleyball while the girls are skipping rope.
   f. The men are working while the women are making mwaramwars.
   g. The girls are sweeping while the boys are cutting grass.

6. Reading:

   Terkelel felt sorry for Milad. He wanted to help her. One day, while she worked in the taro field, he swam out to sea. While he swam, he thought to himself, "Milad is working, I'm going to get fish. While she is gathering taro, I will be getting fish."

7. Writing:

   37. Rewrite the paragraph. Invert sentences 3 and 5. Begin with While.

   38. Rewrite the paragraph. In the last sentence, add from the field after taro. Also add from the ocean after the word fish.

   39. Rewrite the passage. Add some before fish in sentence 7 and also before taro in sentence 8.

BOOK NINE, Unit X

Lesson 4

A. Aim of Lesson: To continue teaching the structure: ______ while ______

B. Preparation Needed: Pictures for narrative.

C. Procedure:

1. Song: "Pearly Shells"
2. Review: Give a command to a particular child such as "Erase the board," or "Walk around the room." Call on another child to say, "I'm sitting while Anna erases the board."
3. Present narrative and ask comprehension questions.
4. Narrative and dialogue:

   Milad was very happy with the breadfruit tree that gave her fish. Her neighbors were happy, too. She gave them the fish. Terkelel was happy too, because Milad was happy.

   Neighbor: You are good to Milad. She is lucky to have you.

   Terkelel: She is good to me, too. While I am here, I want to help her.

   Neighbor: See how happy she is. She is clapping while the fish are coming.

   a. Why was Milad happy?
   b. Why were the neighbors happy?
   c. Why was Terkelel happy?
   d. Did the neighbor think Milad was lucky? Why?
   e. Was Terkelel good to Milad?

5. Teach the dialogue.
6. Reading:

   Milad was very happy with the breadfruit tree that gave her fish. Her neighbors were happy,too. She gave them the fish. Terkelel was happy too because Milad was happy.

   The neighbor told Terkelel, "You are good to Milad. She is lucky to have you."

Lesson 4 (continued)

"She is good to me, too," Terkelel answered. "While I am here, I want to help her."

"See how happy she is. She is clapping while the fish are splashing."

7. Writing:

38. Rewrite the passage. Add in Ngibtal after the word here in sentence 6. Add on the ground after the word splashing in the last sentence.

39. Rewrite the passage. Add some of before fish in sentences 3 and 10.

40. Rewrite the passage. Add Big before the word breadfruit in sentence 1. Also, add big before fish in the last sentence.

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Preparation Needed: Prepare action pictures for pattern practice.

C. Procedure:

1. Song: "My Hat"

2. Present narrative and ask comprehension questions. See if children can tell parts of the story themselves.

3. Pattern Practice: Have two sets of action pictures on the board with a time written over them. The teacher calls out a time and children tell what A was doing and what B was doing at that particular time. Have children say:

   A was ______ing while B was ______ing.
   or
   A ______ed while B ______ed.
   or
   A is ______ing while B is ______ing.

4. Pronunciation Practice: /h/ - /0/

   Place pictures from Lesson 1 pronunciation practice "on", "in", and "under" desks, tables, chairs, etc.

   Teacher asks individual students where certain pictures are. "Where's the hat?" Students respond, "It's on/in/under the box."

   Have certain children pass the pictures to other children or place them in specifically designated places. Have other children tell where they are and move them to other places.

5. On paper, have children write five sentences from the various pictures on the board. Have each child write a sentence on the board. Read the sentences together.

ACHIEVEMENT TESTS: BOOK NINE, Unit X

Test A

Structure to be tested: while

Items required:
1) Pencil and paper for each pupil.
2) Write the test-items on the board but keep the covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to show them 5 sentences that are not completed. You will read over them with the class, and then they are to finish the sentences, using while-clause.

Examples:

Incomplete sentence: Milad is working __________.
Completed sentence:
Milad is working while Terkelel is fishing.
or
Milad is working while others are sleeping.

Test-items:

1. I gathered taro __________.
2. She cleaned the house __________.
3. Mother stayed home __________.
4. The baby played __________.
5. We sang songs __________.

Scoring:

Each student can receive 5 possible points for writing 5 good sentences using while correctly.

ACHIEVEMENT TESTS: BOOK NINE, Unit X

Test B

Structure to be tested: /h/ - /0/

Items required:
1) Randomized list of students.
2) Pictures of these items, or point to the real objects:

ear
hand
eye
heel
hoe
eel
hat

Instructions:

Show the class the pictures or real objects of the items listed above so as to familiarize them with their names.

Tell them that you are going to call on them one-at-a-time and will ask, "What's this?" That student is to answer, "It's a _____," or "That's a _____."

Let them know that you are interested in seeing their pronunciation of words beginning with /h/, such as hair, or with /0/, such as air.

Scoring:

Each student can receive 1 possible point.

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CURRICULUM RESEARCH CONTRACT
Project Number 6-1025
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ENGLISH

BOOK X

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CURRICULUM RESEARCH CONTRACT
Project Number 6-1025
Grant Number 4-7-01025-2077

STUDENT BOOKLET

TO ACCOMPANY ENGLISH BOOK TEN

AL 002 139

The fish kept eating away at the island.[1] During the time the men talked in their meeting, the fish kept eating.[2] During the time the people worried, the fish kept eating.[3]

The wise Tao-tao-mona men finally decided to kill the fish.[4] During the time the fish slept, the men would kill him.[5]

39. Rewrite the passage. Add *some of* before *the men* in sentence 2. Also add *some of* before *the men* in the last sentence.

40. Rewrite the passage. Add *giant* before *fish* in sentences 1, 2, 3, and 4.

41. Rewrite the passage. Everytime you see *during the time* change it to *while*.

The fish was more clever than the men.[1] As long as they hunted for him, he did not sleep.[2] As long as he was hunted, the fish hid in deep waters.[3] He did not go to sleep.[4] He knew that if he went to sleep, the men would find him and kill him.[5]

40. Rewrite the passage. Add huge before fish in sentences 1 and 3. Add strong before men in the last sentence.

41. Rewrite the passage. Everytime you see as long as change it to while.

42. Rewrite the passage. Add huge black before the word fish in sentences 1 and 3.

The maidens at Agana Spring had an idea.1 They would catch the giant fish.2 They cut off their hair as everyone else sat and worried about the fish.3 They wove their hair into a net as the men sat in meeting.4 They were going to catch the giant fish.5 They were going to save the island of Guam.6

41. Rewrite the passage. Everytime you see _as_ change it to _while_.

42. Rewrite the passage. Add _long black_ before the word _hair_ in sentences 3 and 4. Also, add _strong black_ before the word _net_ in sentence 4.

43. Combine sentences 5 and 6. Use _and_. (Omit _They were going to_ from sentence 6.)

At the same time that the girls wove the net, the fish was eating away.[1] When the net was finished, the girls sat around the net singing.[2] The fish kept eating at the same time that the girls sang.[3] The fish heard the girls singing.[4] At the same time he ate, he swam closer to the singing voices.[5] He swam closer to the Spring.[6] He swam closer to the net.[7]

42. Rewrite the passage. Add huge black before fish everytime the word appears. Add strong black before net everytime you see it.

43. Rewrite the passage. Combine sentences 6 and 7. Use and. (Omit He swam closer from sentence 7.)

44. Rewrite the passage. Add softly after singing in sentences 2 and 4.

Model 5

There were many beautiful girls in Ebon.[1] Many were the same age as Lijakkwe.[2]

There was one girl named Inez.[3] She lived in Jittoen.[4] She was beautiful.[5] She was clever, too.[6]

But Lijakkwe was more beautiful and more clever than Inez.[7] Lijakkwe was the most beautiful and the most clever girl in Ebon.[8]

43. Rewrite the passage. Combine sentences 5 and 6. Use *and*.

44. Rewrite the passage. Combine sentences 1 and 2. Use *who*. Omit *many* from sentence 2. Combine sentences 3 and 4 in the same way.

45. Rewrite the passage. Change *beautiful girls* to *handsome boys*; change *beautiful* to *handsome*; and *girl* to *boy*. Change *Lijakkwe* to *Joni* and *Inez* to *Jao*. Make necessary changes in pronouns.

Model 6

There were many other men in Ebon.[1] They were ugly, too.[2] But Borlap was more ugly than all of them.[3]

There were many other women in Ebon.[4] They were beautiful, too.[5] But Lijakkwe was more beautiful than all the women in Ebon.[6] Still, he thought she would marry him.[7]

45. Rewrite the passage. Combine sentences 1 and 2. Use who. Also combine sentences 4 and 5 in the same way.
46. Rewrite the passage. Change men to women, Borlap to Lijakkwe, ugly to beautiful in the first paragraph.
    Change women to men, Lijakkwe to Borlap and beautiful to ugly in the second paragraph.
47. Rewrite the passage. After sentence 3, add He was the most ugly man on earth. Add a similar sentence after sentence 6.

Model 7

Borlap wanted a beautiful wife.[1] He wanted to marry Lijakkwe.[2]

Lijakkwe wanted a handsome husband.[3] She didn't want to marry Borlap.[4]

Borlap was as foolish as he was ugly.[5] He thought Lijakkwe would love him.[6] He was wealthy.[7]

46. Rewrite paragraphs 1 and 2. Change Borlap to Lijakkwe, beautiful wife to handsome husband, Lijakkwe to Borlap and handsome husband to beautiful wife. Make necessary pronoun changes.

47. Rewrite the passage. After sentence 2 add a sentence describing Lijakkwe. Use most. Add a similar sentence describing Borlap after sentence 4.

48. Rewrite the passage. Combine the last two sentences. Change He was wealthy to for his wealth.

Model 8

Borlap was a foolish man.[1] There were many foolish men in Ebon.[2]

He knew he was ugly.[3] But he thought Lijakkwe would marry him.[4] He had much land.[5]

Lijakkwe was beautiful.[6] She was smart, too.[7] She did not marry Borlap.[8]

47. Rewrite the passage. After sentence 2, add a sentence describing Borlap. Use most.

48. Rewrite the passage. Combine sentences 4 and 5. Change He had much land to for his land.

49. Rewrite the passage. Combine sentences 6 and 7. Omit too from sentence 7. Use as ________ as. (Lijakkwe was as smart as she was beautiful.)

Model 9

The more Uwab ate, the more he grew.[1] When he grew too big, a new house was built for him.[2] It was two hundred feet long.[3] It was two hundred feet wide.[4]

He outgrew the house.[5] It had been built especially for him.[6] A second house was built for him.[7] The second house was longer and wider.[8]

49. Rewrite the passage. After sentence 4, add the sentence It was as ________ as it was ________. (Fill in the two blanks.)

50. Rewrite the passage. After the last sentence, tell exactly how much wider and how much longer the second house was in comparison to the first.

51. Rewrite the passage. Combine sentences 5 and 6. Use which.

Every day Uwab ate fifty baskets of food.[1] Each day he drank dozens of basins of water and coconut milk.[2] In no time he outgrew his second house.[3] It had been much wider and longer than the first.[4]

A third house was built for him.[5] This house was even bigger than the second house.[6] It was the biggest house on the island.[7]

50. Rewrite the passage. After sentence 6, add a sentence which will tell exactly how much wider and how much longer the third house was in comparison to the second.

51. Rewrite the passage. Combine sentences 3 and 4. *Use which*.

52. Rewrite the passage. Omit *every day* from sentence 1 and add *daily* at the end of the sentence. Replace *each day* in sentence 2 with *daily* also.

Uwab kept eating and growing.[1] He outgrew his third house.[2] It was the largest ever built in Palau.[3]

He had grown bigger and bigger each month.[4] Every month they had built him a new house.[5]

The third house had been the biggest house.[6]

51. Rewrite the passage. Combine sentences 2 and 3. Use which.

52. Rewrite the passage. Replace every month and each month with monthly.

53. Add a sentence after the last one. Use longest and widest. End the sentence with "__________ man had ever built."

Every year Palauan children hear the legend of Uwab from their teachers.[1] They are sad to hear that the biggest house was burned with Uwab.[2]

They ask about the rope that was more than three miles long.[3] They are sad to hear that it was burned, too.[4]

52. Rewrite the passage. Replace every year with annually.

53. Add a sentence after sentence 2. Use longest and widest. Begin the sentence with "They wish ________________________."

54. Rewrite the passage. Change that was more than three miles long to more than three miles long and place it before the word rope.

Neini was handsome and smart.1 All the girls on the island of Wonei wanted to marry him.2 They sent him gifts.3 Neini gave them away.4 Once he gave away a necklace that was made of shark's teeth.5

53. Rewrite the passage. Add a sentence after sentence 1 using handsomest and smartest.

54. Rewrite the passage. Change that was made of shark's teeth in sentence 5 to shark's tooth and place it before the word necklace.

55. Rewrite the passage. Add always to sentences 3 and 4.

Neini's parents built a house for him.[1] They gave a big feast.[2] All the village people attented.[3] They all brought gifts.[4] Some of them brought huge baskets of food.[5] Some brought gifts for the house.[6]

Neini gave the gifts to the poor, and he gave the baskets of food to the people to eat.[7]

54. Rewrite the passage. Change for the house to house and place it before the word gifts in sentence 6.

55. Rewrite the passage. Add as always to the beginning of the last sentence.

56. Rewrite the passage. Combine sentences 2 and 3. Add that to the beginning of sentence 3.

Some of the people lived far away.[1] They couldn't come to the feast.[2] But they sent gifts.[3] They sent things that would not spoil.[4]

People from Moen sent some pandanus mats.[5] They were beautiful.[6] People from Udot sent mwaramwars made of shells.[7] They're rare.[8]

55. Rewrite the passage. Add always to sentences 3 and 4.

56. Rewrite the passage. Combine sentences 5 and 6. Change They to that in sentence 6.

57. Rewrite the passage. Combine sentences 5 and 6. Omit They were from sentence 6 and add the word beautiful before pandanus in sentence 5. In like manner, combine sentences 7 and 8.

Neini and Anaini were finally married.1 His parents gave a big feast.2 People sent gifts from all over Truk.3

The people of Dublon gave them some bowls.4 They were made of mangrove.5 The people of Satawan sent mats to them.6 They were made of pandanus.7 The people of Lukunor sent a table.8 It was made of stone.9

56. Rewrite the passage. Combine sentences 4 and 5. Change They to that in sentence 5. Combine sentences 6 and 7, and 8 and 9 in the same way.

57. Rewrite the passage. Combine sentences 4 and 5. Omit They were made of and insert mangrove before bowls in sentence 4. (In like manner, combine sentences 6 and 7, and 8 and 9.)

58. Rewrite the passage. Change the verbs to the future tense. Begin with "Neini and Anaini will finally be married."

Model 17 BOOK TEN, Unit V.1

The chief was tired of the fighting.[1] He wanted a common money so the people would not quarrel among themselves.[2]

He thought long and hard, "We've got money.[3] We've got shells.[4] We've got bones.[5] They're small and easy to steal.[6] We've got food.[7] Food can be traded.[8] And we've got land.[9] Land cannot be easily traded.[10] What we need is a common money.[11] We haven't got a common money.[12]

57. Rewrite the second paragraph. Combine sentences 3 and 4. Eliminate We've got from sentence 4 and place shell before money in sentence 3.
58. Rewrite paragraph 1. **Change** the verbs to the future tense.
59. Rewrite paragraph 2. Copy only those sentences that have We've got in them. Change them to We haven't got.

Model 18 BOOK TEN, Unit V.2

We have many locally made things in our classroom.[1] We have erasers made of sponge.[2] We have mats made of pandanus leaves.[3] We have vases made of bamboo.[4]

Sometimes the students do not take good care of the room.[5] The teacher then says, "We've got erasers but no chalk.[6] We've got mats but no chairs.[7] We've got vases but no flowers."[8]

58. Rewrite paragraph 1. Change the verbs to the future tense.

59. Rewrite paragraph 2. Change "*We've got erasers but no chalk*" to "*We haven't got chalk but we've got erasers.*" In like manner change the next two sentences.

60. Rewrite paragraph 2. Change *We've got* to *We have* wherever you see it.

Model 19

The chief and the wise men agreed.[1] "We've got to have money that's round.[2] We've got to have money that's hard and won't wear out.[3] We've got to have money that doesn't break easily.[4]

"We've got shells.[5] We've got bones.[6] But they're not round and hard.[7]

59. Rewrite paragraph 2. Change *We've got* to *We haven't got* wherever you see it. Omit the last sentence.

60. Rewrite the passage. Wherever you see *We've got* change it to *We have*.

61. Rewrite the passage. Change *We've got* to *We must* wherever you see it.

The men said, "We've got stones on Yap but they're not round.[1] We've got no hard stones, either."[2]

"We've got to go to other lands.[3] We've got to find some hard round stones.[4] We've got to have a common money."[5]

60. Rewrite the passage. Wherever you see We've got change it to we have.

61. Rewrite the passage. Change we've got to we must wherever you see it.

62. Rewrite the passage. Combine sentences 3 and 4. Eliminate we've got from sentence 4 and add the rest of the sentence to sentence 3.

The girls wanted to make doughnuts one afternoon.[1] Elnora's mother had free time on Saturday afternoon.[2] She would help them.[3]

We've got flour.[4] We've got some butter.[5] We've got to have some baking powder.[6] We've got to have some sugar.[7] We've got to have some cooking oil, too.[8] And we've got to go to the neighbor's.[9] We've got to borrow a big flat pot.[10]

61. Rewrite the passage. Change we've got to to we must wherever you see it.

62. Rewrite the passage. Combine the last two sentences. Eliminate we've got from the last one.

63. Rewrite the passage. Combine sentences 2 and 3. Use who.

One day Motigtig followed Lorob.[1] He watched carefully.[2] Lorob counted the waves.[3] He dived in after the fourth wave as she had done.[4] She swam to the land under the sea.[5] He followed her.[6] He swam after her.[7] She watched him.[8]

Rewrite the paragraph. Combine sentences 2 and 3, 5 and 6, and 7 and 8. Use while.

Model 23

One day Lorob went to get food.[1] Motigtig followed her.[2] She went to the seashore.[3] He watched her carefully.[4] He followed her to the land under the sea.[5] He returned to the shore.[6] His mother was waiting for him.[7]

Rewrite the paragraph. Combine sentences 1 and 2, 3 and 4, and 6 and 7. Use when.

Model 24 BOOK TEN, Unit VI.3

Lorob was a woman with magical powers.[1] She came from the land under the sea.[2] She had three sons.[3] Motal and Moronrang were older.[4] They were very lazy.[5] Motigtig was the youngest.[6] He was very industrious.[7] Lorob likes best her youngest son Motigtig.[8] He was a very hard worker.[9]

Rewrite the passage. Combine sentences 1 and 2, 4 and 5, 6 and 7, 8 and 9. Use Who.

The island of Fais lies east of Yap.[1] It was once entirely under water.[2] Lorob often went to the beautiful island.[3] It was her home.[4]

One day Motigtig fished up the island.[5] It was under the water.[6] The land was his mother's home.[7] It became his island.[8] The fish hook was kept in a safe place.[9] He used it to fish up the island.[10]

Rewrite the passage. Combine sentences 1 and 2, 3 and 4, and 5 and 6. Use which. Combine sentences 7 and 8, and 9 and 10. Use that.

Model 26 BOOK TEN, Unit VII.1

Mr. and Mrs. Mouse had only one child.[1] They wanted only the best for her.[2] They said, "We've got clothes for her.[3] We've got a home for her.[4] Now we've got to find a husband for her.[5] Someone says the Sun will be a husband for her.[6] He lives up in the sky."[7]

62. Rewrite the paragraph. Combine sentences 3 and 4. Use and. Eliminate We've got and for her from sentence 4.

63. Rewrite the paragraph. Combine the last two sentences. Use who.

64. Add the word good in the appropriate place in sentences 4, 5 and 6.

Mr. and Mrs. Mouse looked for a husband for their beautiful daughter.[1] They went first to the Sun.[2] He lived up in the sky.[3] Then they went to the Rain and the Wind.[4]

The sun said he was good.[5] The Rain said he was good, too.[6] The Wind said he, also, was good.[7]

63. Rewrite the passage. Combine sentences 2 and 3. Use who.

64. Rewrite the passage. Add the word good in the appropriate place in sentence 1.

65. Rewrite the passage. Add the sentence "But", he said, "the Rain is better than me." after sentence 5. Add similar sentences after sentences 6 and 7.

Mr. and Mrs. Mouse continued searching for a husband for Miss Mouse.[1] The Wind said he was good.[2] The Mountain said he was good, too.[3] And the bull said he was good, also.[4]

64. Rewrite the paragraph. Add the word good in the appropriate place in sentence 1.

65. Rewrite the paragraph. After sentence 2, add the sentence "But, he said, the Mountain is better than me." Add similar sentences after sentences 3 and 4.

66. Rewrite the paragraph. Change sentences 2, 3 and 4 to the negative. Replace too and also with either.

Mr. and Mrs. Mouse asked the Mountain if he would marry their daughter.[1] "I'm good," the Mountain said, "I'm better than the Wind.[2] But I'm not the best being in the world."[3]

The Bull said he was good, too.[4] And the Rope said he was good also.[5] But the Mouse was the best.[6]

65. Rewrite the passage. After sentence 3, add a sentence beginning with "The Bull----". Use the word *better* in the sentence.
66. Rewrite the second paragraph. Change the second paragraph to the negative. Replace *too* and *also* with *either*.
67. Rewrite paragraph one. Change sentence 3 to the affirmative. Eliminate *But*.

Model 30 BOOK TEN, Unit VIII.1

Atalanta lived in Greece.[1] She was very beautiful.[2] Hippomenes wanted her for his wife.[3]

Atalanta was a fast runner.[4] She could run faster than the wind.[5] She was the fastest runner on earth.[6]

She didn't want a husband who couldn't run very fast.[7] She didn't want a husband who couldn't run faster than her.[8] She didn't want a husband who wasn't the fastest runner in Greece.[9]

66. Rewrite the first two paragraphs. Change both paragraphs to the negative.

67. Rewrite the third paragraph. Change the paragraph to the affirmative.

68. Rewrite all three paragraphs. Change on earth and in Greece to in the world.

Hippomenes hears about Atalanta.[1] He hears how beautiful she is.[2] He hears that she can run very fast.[3]

And then one day, Hippomenes sees Atalanta.[4] He sees how beautiful she is.[5] He sees how fast she can run.[6]

69. Rewrite the passage. Change the verbs to the past tense.

70. Rewrite the passage. Change the main verbs to the past perfect tense--had heard, etc.

71. Rewrite the passage. Combine sentences 1 and 2, 5 and 6.

Hippomenes went to Venus for help.[1] He went to her before.[2] He saw the golden apples in the garden.[3] He tasted the apples.[4] The apples were delicious.[5] He asked Venus for three golden apples from her garden.[6]

70. Rewrite the passage. Change the verbs in sentences 2, 3, 4 and 5 to the past perfect tense.

71. Rewrite the passage. Combine sentences 4 and 5. Use them and they instead of the apples.

72. Rewrite the passage. Change the apples in sentence 4 to them. Change the apples in sentence 5 to they.

Everyone cheered for Hippomenes.[1] He beat Atalanta.[2] Atalanta lost the race.[3] She won a husband.[4] She got three golden apples, too.[5] Atalanta was very happy.[6]

70. Rewrite the paragraph. Change the verbs in sentences 2, 3, 4 and 5 to the past perfect tense.

71. Rewrite the passage. Combine sentences 4 and 5.

72. Rewrite the passage. Change Atalanta to she in sentences 3 and 6.

Model 34

The people went to the temple of Amaterasu, the sun goddess.[1] They offered prayers.[2]

The people said it was dark on earth.[3] The people said it was cold on earth.[4] They said many animals and plants have died.[5]

The people asked Amaterasu to help them.[6]

71. Rewrite the passage. Combine sentences 1 and 2; 3 and 4.

72. Rewrite the passage. Change the people to they in sentences 3, 4 and 6.

73. Rewrite the passage. Eliminate the people said from sentences 3 and 4, and they said from sentence 5. Change the verbs to the past perfect tense.

Amaterasu and her brother quarreled.[1] He said she was ugly.[2] Amaterasu had run into the cave.[3] She barred the opening to the cave.[4] She remained in the cave for many weeks.[5] She sat and cried for many weeks.[6]

73. Rewrite the passage. Change the main verbs to the past perfect tense.

74. Change all the sentences to questions. List them 1-6 rather than writing them in paragraph form.

75. Rewrite the passage. Change for many weeks to for many days.

Model 36

It was July 23rd.[1] A month had passed since July 19th.[2] A month had passed since the beautiful sunset.[3] The gods and goddesses were worried.[4]

Amaterasu had been hiding since the 19th of June.[5] She had been crying since then.[6] She had been sitting in the cave for many weeks.[7] For many weeks she had been crying.[8]

74. Change all the sentences in the passage to questions. List them 1-8. Do not write them in paragraph form.

75. Rewrite the passage. Change for many weeks to since June 19th.

76. Rewrite the passage. Change since the 19th of June and since then to for over a month.

Since June 19th, the gods and goddesses have been worrying about Amaterasu.[1] Since June 19th, she has been hiding and crying in the cave.[2]

The gods and goddesses said, "For over a month you have been hiding and crying.[3] For over a month the people on earth have been suffering.[4] For over a month we have been worrying."[5]

75. Rewrite the passage. Change for many weeks to since a month ago.

76. Rewrite the passage. Change since June 19th to for many weeks.

77. Rewrite the passage. Change you have to you've and we have to we've.

All chicks are supposed to have two eyes.[1] They are supposed to have two wings.[2] They are supposed to have two legs.[3]

Little Half Chick is a chick.[4] He should have two eyes.[5] He should have two wings.[6] He should have two legs.[7] But he didn't.[8]

77. Rewrite the passage. Change They are to They're.

78. Rewrite the passage. Change should to is supposed to.

79. Rewrite the passage. Combine sentences 1, 2 and 3. Eliminate They are supposed to have from sentences 2 and 3. Combine sentences 5, 6, and 7 in the same way.

The other eleven chicks wondered about Little Half Chick.[1] "He should have two eyes.[2] We have two eyes.[3] Why does he have only one eye?"[4]

"He should have two wings.[5] We have two wings.[6] Why does he have only one wing?"[7]

"He should have two legs.[8] We have two legs.[9] Why does he have only one leg?"[10]

78. Rewrite the passage. Change should to is supposed to.
79. Rewrite the passage. Combine sentences 2 and 3 so that it reads: He should have two eyes like we do. Combine sentences 5 and 6 and 8 and 9 in the same manner.
80. Rewrite the passage. Change We have to We've got.

Model 40

The other chicks asked, "Is Little Half Chick really a chick?"[1]

"If he's really a chick, why does he have only one eye?"[2]

"If he's really a chick, why does he have only one leg?"[3]

"If he's really a chick, why does he have only one wing?"[4]

79. Rewrite the passage. After sentence 2, add the sentence *He should have two eyes like we do*. Add similar sentences after sentences 3 and 4.
80. Rewrite the passage. After sentence 2, add the sentence *We've got two eyes*. Add similar sentences after sentences 3 and 4.
81. Rewrite the passage. Change *why does he have only one eye* to *why doesn't he have two eyes* in sentence 2. Make similar changes in sentences 3 and 4.

Model 41 BOOK TEN, Unit X.4

Little Half Chick thought about the other chicks.[1]
They all have two eyes.[2] If I am a chick, why do I have only one eye?[3]
They all have two legs.[4] If I am a chick, why do I have only one leg?[5]
They all have two wings.[6] If I am a chick, why do I have only one wing?[7]

80. Rewrite the passage. Change They all have to They've all got in sentence 2. Make similar changes in sentences 4 and 6.

81. Rewrite the passage. Change why do I have only one eye to why don't I have two eyes in sentence 3. Make similar changes in sentences 5 and 7.

82. Rewrite the passage. Change I am to I'm every time you see it.

Model 42 BOOK TEN, Unit X.5

The other chicks asked about Little Half Chick.[1] "Chicks are supposed to have two eyes.[2] If he's a chick, why does he have only one eye?[3] All of us have two eyes.[4] And chicks are supposed to have two wings.[5] If he's a chick, why does he have only one wing?[6] We all have two wings.[7] Chicks are supposed to have two legs.[8] If he's a chick, why does he have only one leg?[9] All of us have two legs."[10]

Little Half Chick began to ask about himself.[11] "Chicks should have two eyes.[12] If I'm a chick, why don't I have two eyes?[13] Chicks should have wings.[14] If I'm a chick, why don't I have two wings?[15] Chicks should have two legs.[16] If I'm a chick, why don't I have two legs?"[17]

81. Rewrite the passage. Change chick to duck wherever you see it.

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ENGLISH

Book X

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University of Hawaii
Honolulu, Hawaii
June, 1969

Corpus (Book X)

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To the Teacher:

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions--anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc., are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects, you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The Procedure tells you step by step how to proceed with the lessons. Follow the steps carefully. You may insert songs, and relaxation activities in between steps when children seem restless.

Dialog:

Dialogs should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One half takes one role; other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals. (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn at least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song it you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands.

The teacher should first demonstrate the activity while the students watch. The second time they children try to follow the motions. The third time they try to repeat the words and follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller and smaller groups until you get down to individual responses.

Reading and Writing Exercises: In Books VII and VIII there are reading and writing exercises included in each lesson. These exercises are for the purpose of reinforcing the oral structures. They are not designed as complete reading and writing programs in themselves.

There are student booklets for these exercises. Do the oral lesson first and then pass out the booklets to do the reading and writing parts.

We suggest that writing booklets be made for each child. Simply cut 8 x 10 lined paper into half and provide as many pages as there are per booklet. This way you will have all the students' papers from models 1-50 for each book.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1. Indication of the structure(s) to be tested.
2. List of items needed to give the test, such as certain visual-aids.

3. Instructions as to how to give the test, usually including examples for the teacher and/or the students.
4. Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWER.

For example:

1. If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.
2. If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
   1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0
3. If the total number of possible correct answers is divided into the number of actual correct answers, it is:
   $$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$
4. Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

1. If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.
2. If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of

students times number of possible answers), the result is 200.

Therefore, the number of possible correct answers for the entire class is 200.

3. Here are the scores (actual correct answers) of the 20 children:
5 8 5 5 9 10 10 4 0 0
3 5 7 8 9 1 7 3 3 8

Adding these scores together, the total count of actual correct answers is 110.

4. Looking at the original formula, multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5. Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. If would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books, the tests have been written to be presented aurally and responded to orally. However, as the books progress, more and more of the tests are written so as to be presented in a written form or aurally to be answered on paper. These latter tests, being written rather than oral, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK TEN, Unit I

Listening Comprehension Narrative

HOW THE YOUNG MAIDENS SAVED GUAM

Once long ago, there lived on Guam a people called the Tao-taomona. They were very clever people with magical charms. But they had one problem they could not solve.

Each day the land between Agana and Pago Bay became more narrow. A giant fish was eating the island. Every day, he would eat some of the land at Pago Bay.

A meeting was called and all the wisest people came. "What shall we do?" they asked. As they talked, the fish kept eating away at the island. "The giant fish must be destroyed," the leaders agreed. So all the strong men went to Pago Bay to kill the monster.

But the giant fish was more clever than the wise men. During the time the men hunted him, he hid himself in deep waters. The men hunted for days and all the time they hunted, the giant fish stayed in the deep waters.

"Our island will be eaten by the giant fish," the men said. And the news went from village to village. Some of the maidens who were bathing at Agana Spring heard the news. These maidens knew that Agana Spring flowed out to Pago Bay. "Maybe we can do something," they said. "We'll be more clever than the wise men. We'll be more clever than the giant fish."

So the girls cut off their long hair. As everyone else worried about what to do, the girls wove their hair into a great net. As the men sat in meetings, the maidens sat around the net singing softly.

At the same time that the girls sang, the giant fish ate away at the shore in Pago Bay. He heard the singing. He swam nearer to hear more closely. As the maidens continued to sing, the giant fish came closer and closer. At last he came to Agana Spring.

Suddenly, all the maidens dived into the pool, spreading the net. The giant fish was frightened by the sudden splash and he plunged into the net. He was tangled in the net.

One maiden ran to call the men as the others watched the giant fish. The strong men came with their spears and killed the giant fish. The young maidens of Guam had saved their island.

Listening Comprehension Narrative (continued)

Structures taught previously: ____________ while ____________

New for production: as, as long as, at the same time, during the time (used as variations of while)

New for recognition: use of more

Suggested Comprehension Questions:

1. What was the one problem that the wise Tao-tao-mona men could not solve?
2. Where did the Tao-tao-mona people live?
3. Where did the strong men go to kill the giant fish?
4. Was the giant fish clever? What did he do while the men looked for him?
5. What was the news that went from village to village?
6. Where were the maidens who heard the news?
7. What did they do with their hair?
8. Where was the fish when the girls began to sing?
9. What did the fish do?
10. What did the girls do when the fish came to Agana Spring?
11. Were the maidens more clever than the men? Than the fish?

BOOK TEN, Unit I

Lesson 1

A. Aim of Lesson: To teach the variation during the time for while.

B. Preparation Needed: Go over narrative using pictures.
Go over pronunciation practice using pictures.

C. Procedure:

1. Song: "The Happy Wanderer"

2. Pronunciation Practice: /a/-/ae/

map-mop
sack-sock
cat-cot

With pictures, follow procedure as outlined in previous units for pronunciation practice.

3. Narrative and dialog:

The fish kept eating away at the island. During the time the men talked, the fish was eating. During the time the people worried, the fish kept eating.

Leader: During the time we sit here talking, the fish is eating our island.

Men : We must kill the monster.

Leader: We will kill him during the time he sleeps.

Men : Yes. The strong men will kill him during the time he sleeps.

a. What did the fish do during the time the men talked?
b. What did he do during the time they worried?
c. What did the men decide to do?
d. When were they going to kill the fish?
e. Who was going to kill the fish?

4. Teach the dialog.

Lesson 1 (continued)

5. **Pattern Practice:** Teacher reads the sentence. Class changes during the time to while and while to during the time.

During the time the men met, the fish kept eating.
While the people worried, the fish kept eating.
During the time the girls swept the room, the boys cut grass.
During the time the cat slept, the rats ate the food.
While the visitors were here, there were many parties.
While mother was gone, we cleaned the house.
While it rained, Hina slept.
During the time the tide was low, we went shelling.
While we played, father made a fish net.

6. **Reading:**

The fish kept eating away at the island. During the time the men talked in their meeting, the fish kept eating. During the time the people worried, the fish kept eating.

The wise Tao-tao-mona men finally decided to kill the fish. During the time the fish slept, the men would kill him.

7. **Writing:**

39. Rewrite the passage. Add some of before the men in sentence 2. Also add some of before the men in the last sentence.

40. Rewrite the passage. Add giant before fish in sentences 1, 2, 3, and 4.

41. Rewrite the passage. Everytime you see during the time change it to while.

BOOK TEN, Unit I

Lesson 2

A. Aim of Lesson: To teach the structure as long as.

B. Visual Aids Needed: Pictures for narrative.
Pictures for pronunciation practice.

C. Procedure:

1. Pronunciation: Continue practice with /a/-/ae/.

2. Present listening comprehension narrative and ask questions.

3. Narrative and dialog:

The men planned to kill the fish while it slept. But the fish was more clever than the men. As long as the men hunted for him, the fish did not sleep. As long as he was hunted, the fish hid in deep waters.

Men : Where are you big fish? Are you afraid?

Leader: He is hiding. As long as we hunt him, he will hide.

Men : He will not sleep, either. As long as we hunt him, he will not sleep.

a. When did the men plan to kill the fish?
b. Was the fish clever?
c. What did the fish do while the men hunted him?
d. Where did the fish hide?
e. Did the fish sleep?

4. Teach the dialog.

5. Pattern Practice: Teacher says the sentence. Class changes while to as long as.

While I am here, I will help her.
While I live, I will learn a little more each day.
While I can, I will work hard.
While the sun shines, I will play outdoors.
While it doesn't rain, we will dry the fish.
While it rains, the toads are happy.
While mother's sick, I must watch the baby.
While it's dark and rainy, I like to sleep.
While I am on good behavior, I am allowed to go to the movies.

Lesson 2 (continued)

6. Reading:

The fish was more clever than the men. As long as they hunted for him, he did not sleep. As long as he was hunted, the fish hid in deep waters. He did not go to sleep. He knew that if he went to sleep, the men would find him and kill him.

7. Writing:

40. Rewrite the passage. Add huge before fish in sentences 1 and 3. Add strong before men in the last sentence.

41. Rewrite the passage. Everytime you see as long as change it to while.

42. Rewrite the passage. Add huge black before the word fish in sentences 1 and 3.

BOOK TEN, Unit I

Lesson 3

A. Aim of Lesson: To teach the structure as as a variation of while.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Three Fishermen"

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

The maidens at Agana Spring had an idea. They wanted to help catch the giant fish. As everyone else sat and worried, they cut their hair. As the men sat and talked in meetings, they wove their hair into a large net.

Maiden 1: As the others sit and worry, let's do something.

Maiden 2: Yes. As the men sit and talk we'll weave a net.

Maiden 1: As the fish eats away, we'll set his trap.

Maiden 2: We'll catch him. We'll save Guam.

a. What did the maidens at Agana Spring want to do?
b. What did they do with their hair?
c. What were the men doing as the girls wove their net?

4. Pattern Practice: Teacher reads the sentence. Class changes while to as.

While he slept, I finished my homework.
I watched the beautiful colors in the sky while the sun set.
The flowers nodded their heads while the wind blew.
While the meeting continued, the girls wove their net.
I heard the roar of engines while the plane circled above.
While Hina was sleeping, it started to rain.
It began to storm while I walked home from school.

Lesson 3 (continued)

5. Reading:

The maidens at Agana Spring had an idea. They would catch the giant fish. They cut off their hair as everyone else sat and worried about the fish. They wove their hair into a net as the men sat in meeting. They were going to catch the giant fish. They were going to save the island of Guam.

6. Writing:

41. Rewrite the passage. Everytime you see as change it to while.

42. Rewrite the passage. Add long black before the word hair in sentences 3 and 4. Also, add strong black before the word net in sentence 4.

43. Combine sentences 5 and 6. Use and. (Omit They were going to from sentence 6.)

BOOK TEN, Unit I

Lesson 4

A. Aim of Lesson: To teach the structure at the same time as a variation of while.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Pronunciation Practice: /a/-/ae/

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

   At the same time that the girls wove the net, the huge black fish was eating away. When the net was finished, the girls sat around the net and sang. The fish kept eating at the same time that the girls sang. He heard the girls singing. At the same time that he ate, he swam closer to the singing voices.

   a. What was the fish doing as the girls wove the net?
   b. What kind of fish was he?
   c. What did the girls do when they finished weaving the net?
   d. What did the fish do when he heard the girls singing?

4. Teacher re-reads the entire narrative. Students listen. Then teacher repeats line by line and students repeat after her.

5. Reading:

   At the same time that the girls wove the net, the fish was eating away. When the net was finished, the girls sat around the net singing. The fish kept eating at the same time that the girls sang. The fish heard the girls singing. At the same time that he ate, he swam closer to the singing voices. He swam closer to the spring. He swam closer to the net.

6. Writing:

   42. Rewrite the passage. Add huge black before fish everytime the word appears. Add strong black before net everytime you see it.

   43. Rewrite the passage. Combine sentences 6 and 7. Use and. (Omit He swam closer from sentence 7.)

   44. Rewrite the passage. Add softly after singing in sentences 2 and 4.

BOOK TEN, Unit I

Lesson 5

A. Aim of Lesson: To review the use of ______ while ______ and all its variations.

B. Visual Aids Needed: Pictures for narratives.

C. Procedure:

1. Pronunciation Practice: /a/ - /ae/

2. Present narratives from both Units X(Book IX) and I(Book X). Ask comprehension questions after each one.

3. Pattern Practice: Teacher reads the sentence. Class completes it with an appropriate ending.

   While Milad gathered taro, ...
   A baby hopped out of the egg, while ....
   One day while Milad worked in the taro patch, ...
   Milad happily clapped her hands while ....
   As the Tao-tao-mona men sat and talked ....
   While everyone else worried, ...
   During the time the men sat in meetings, ...
   At the same time that the girls sang, ...
   As the fish kept eating away at the island, ...

4. On little pieces of paper write out commands for each pupil in your class. Number the commands so that there are two with the same number, i.e., two 1's, two 2's, two 3's, etc. Pass out the commands, one per pupil and have them read it silently. When the teacher calls out a number, the two pupils with that number get up and start doing their actions. Teacher calls on individuals to tell what the two students are doing: "While X was standing, Y was opening the door." Any use of variations for while should be encouraged.

5. Writing: Complete the following sentences by adding as, while, during the time, as long as, or at the same time that, to the blanks.

   a. ______ Milad worked in the taro patch, she found an egg.

   b. ______ Milad was gathering taro, Terkelel was catching some fish.

   c. Terkelel told his neighbor, "______ I am here, I will try to make Milad happy."

Lesson 5 (continued)

d. ________ the fish splashed on the ground, Milad clapped her hands happily.

e. The fish kept eating away at the island ________ the men talked in their meeting.

f. The giant fish stayed in deep waters ________ the men hunted him.

g. __________ the men met, the maidens were weaving their long black hair into a net.

h. __________ one girl went to get the men, the other maidens sat around watching the huge black fish.

i. The giant fish came closer to Agana Spring ____________ the girls sang softly.

j. ____________ everyone else sat and worried, the girls of Agana Spring were busy weaving their net that would save the island of Guam.

ACHIEVEMENT TESTS: BOOK TEN, Unit I

Test A

Structure to be tested:
while
during the time
as long as
at the same time
as

Items required:
1) Paper and pencil for each pupil.
2) Write the words (above) in a column on the board.
3) Write these sentences on the board but keep them covered, or write them on a large sheet of paper:

1. The children played
2. I cleaned the house
3. We have water
4. She walked to school
5. They went to school

Instructions:

Tell the students that you want them to write 5 sentences. You will give them one part of the sentence, and they are to use that part plus one of the test-items from the column on the board, and make up a completely new sentence.

Give them some examples first.

Examples:

Teacher: He played baseball.
One student: He played baseball while I worked.
Another student: I worked at the same time he played baseball.
Another student: As long as he played baseball, he was happy.
etc.

Scoring:

Each student can receive 5 possible points for writing 5 good sentences.

ACHIEVEMENT TESTS: BOOK TEN, Unit I

Test B

Structure to be tested: /a/ and /ae/

Items required:
1) Randomized list of students.
2) Pencil, and paper numbered 1-10 for each pupil.
3) Flashcards of these 4 words:
   rock lack add rot

Instructions:

Part I: Tell the students that you are going to say two words. If they sound the same, they are to mark "S" on their papers; if they sound different, they are to mark "D".

Examples:

black - block	D
cot - cot	S
black - black	S
cat - cot	D

Test-items:

1.	tat - tot	D
2.	rock - rack	D
3.	lack - lock	D
4.	odd - odd	S
5.	rat - rot	D
6.	tat - tat	S
7.	sod - sad	D
8.	rock - rock	S
9.	odd - add	D
10.	tot - tot	S

Part II: Tell the students that you are going to call on them individually to say a word on a flashcard. Go over the flashcards several times to familiarize them with the words.

Scoring:

Part I, each student can receive 10 points; Part II, each student can receive 1 point.

BOOK TEN, Unit II

Lestening Comprehension Narrative

LIJAKKWE THE BEAUTIFUL

There is an island called Ebon in the Ebon Atoll of the Marshall Islands. There are so many food trees and other plants there that many persons believe it was once the land of Eeb, a heavenly place. The richest part of Ebon is called Jitaken. It is better than all the other parts of the island. It is the best place in the whole of Ebon Atoll.

At the other end of the island, there is a place called Jittoen. Here the soil is very poor. Hardly anything grows well in Jittoen.

There is an old legend about this. Once upon a time, many years ago, there lived in Jitaken, a young girl named Lijakkwe. As she grew up, she became more and more beautiful. There were other beautiful girls on the island. But Lijakkwe was more beautiful than all of them. She was more beautiful than any girl on earth. No one could think or work near her.

"She must live by herself," her parents decided. "It's too exciting for people to have such beauty around all the time."

So Lijakkwe lived in a little hut near the shore all by herself. She left the house only in the evening when she went to bathe in the lagoon.

There was a very ugly man named Borlap on the same atoll. He was more ugly than all the ugly men on the atoll. In fact, he was the most ugly man on earth. He was also a very foolish man. He felt sure that Lijakkwe would be his wife. He thought he was better than most men. He thought he was the best man in the Marshalls.

Borlap gathered and husked all the coconuts he owned. Then he went to Jittoen and got all the coconuts there. Then he cut the coconut trees and made two large rafts. He took all the trees and coconuts from Jittoen and they never grew again.

With all the coconuts on his raft, he went to Jitaken. There he presented the coconuts to Lijakkwe. "Most beautiful, Lijakkwe, these are for you. They're all yours."

When Lijakkwe saw him, she was so frightened of Borlap's ugly face that she said, "Thank you. But please don't come again."

Borlap was so shocked that he fell dead right then. And what a fall. He fell four miles east to Jittoen and turned into a large rock. The two rafts of coconuts turned into two pieces of coral and are still on the reef at Jitaken. They are called Jikit and Bukit, Marshallese words for one hundred and two hundred.

BOOK TEN, Unit II

Listening Comprehension Narrative (continued)

Structures taught previously: there were/was

New for production: more, most
She was beautiful. She was more beautiful than any girl on the island. She was the most beautiful girl on earth.

New for recognition: better, best

Suggested Comprehension Questions:

1. In what district is Ebon Atoll?
2. Why did people think Ebon was a heavenly place?
3. Jitaken was the richest part of the island, wasn't it?
4. Was Jittoen a place with rich soil, too?
5. In which place did Lijakkwe live?
6. Was Lijakkwe a beautiful girl?
7. Why did she live by herself?
8. How often did Lijakkwe leave her house?
9. Why did she leave the house?
10. Was Borlap a handsome man?
11. Why was Borlap foolish?
12. What did he bring to Lijakkwe?
13. Why did Borlap drop dead?
14. What did he turn into?
15. Why do you think they called the two piles of coconuts Jikit and Bukit?

BOOK TEN, Unit II

Lesson 1

A. Aim of Lesson: To review the structures: There was/were

B. Preparation needed: Learn song: "Planting Rice."
Practice telling narrative with pictures.
Have pictures ready for pattern practice.

C. Procedure:

1. Song: (pay particular attention to the /ə/ and /i/ sounds.)

Planting Rice

Planting rice is never fun.
Bent from morn to set of sun.
Cannot stand and cannot sit.
Cannot rest a little bit.

Planting rice, is not fun.
Bent from morn till set of sun.
Cannot stand, cannot sit,
Cannot rest a little bit.

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

There were many girls in Ebon. There were many girls the same age as Lijakkwe. There was one girl named Inez. She was beautiful. But Lijakkwe was more beautiful than all of them.

Jao : There are many beautiful girls in Jitaken.
Inez is beautiful.

Borlap: Yes, but Lijakkwe is more beautiful than all the girls in Ebon.

a. Were there many girls in Jitaken?
b. Were there some the same age as Lijakkwe?
c. Was Inez a beautiful girl?
d. Was she more beautiful than Lijakkwe?

4. Teach the dialog.

Lesson 1 (continued)

5. Pattern Practice: (Use pictures of singular and plural objects from previous lessons.)

There are many beautiful girls in Ebon.
flowers
fishes
girl
islands
flower
island
trees

(For singular objects, students must change are to is; many to a.)

6. Reading:

There were many beautiful girls in Ebon. Many were the same age as Lijakkwe.

There was one girl named Inez. She lived in Jittoen. She was beautiful. She was clever, too.

But Lijakkwe was more beautiful and more clever than Inez. Lijakkwe was the most beautiful and the most clever girl in Ebon.

7. Writing:

43. Rewrite the passage. Combine sentences 5 and 6. Use and.

44. Rewrite the passage. Combine sentences 1 and 2. Use who. Omit many from sentence 2. Combine sentences 3 and 4. Use who. Omit she from sentence 4.

45. Rewrite the passage. Change beautiful girls to handsome boys; change beautiful to handsome; and girl to boy. Change Lijakkwe to Joni and Inez to Jao. Make necessary changes in pronouns.

BOOK TEN, Unit II

Lesson 2

A. Aim of Lesson: To teach the use of more.

B. Preparation needed: Practice the rhyme for pronunciation.
Have pictures ready for narrative.

C. Procedure:

1. Pronunciation Practice: Teacher says rhyme, children listen. Then teacher repeats and children repeat after teacher.

   Spud loves to chew gum.
   Every day he has some.
   Yum-yum

   One day Spud's piece of gum
   Stuck underneath his tongue.
   Mum-mum.

2. Song: "Planting Rice"

3. Present listening comprehension narrative and ask comprehension questions.

4. Narrative and dialog:

   Borlap was an ugly man. There were other ugly men on Ebon. But Borlap was more ugly than all of them. But he thought Lijakkwe would marry him.

   Jao : Lijakkwe is more beautiful than all the girls in Ebon.

   Borlap: That's why I want her for my wife.

   Jao : But you are more ugly than all the men in Ebon.

   Borlap: That doesn't matter. I'm rich.

   a. Was Jao an ugly man?
   b. Why did Borlap want to marry Lijakkwe?
   c. Was Borlap a poor man?
   d. Did he think Lijakkwe would marry him?

5. Teach the dialog.

Lesson 2 (continued)

6. Pattern Practice:

Alicia is beautiful. Lijakkwe is beautiful.	Lijakkwe is more beautiful than Alicia.
foolish - John, Tim	Tim is more foolish than John.
ugly - Jao, Borlap	Borlap is more ugly than Jao.
talkative - Lianter, Betsiner	etc.
friendly - Adelina, Rita	
quiet - mice, children	
noisy - birds, girls	

7. Reading:

There were many other men in Ebon. They were ugly, too. But Borlap was more ugly than all of them.

There were many other women in Ebon. They were beautiful, too. But Lijakkwe was more beautiful than all the women in Ebon. Still, he thought she would marry him.

8. Writing:

45. Rewrite the passage. Combine sentences 1 and 2. Use who. Also combine sentences 4 and 5 in the same way.

46. Rewrite the passage. Change men to women, Borlap to Lijakkwe, ugly to beautiful in the first paragraph.

Change women to men, Lijakkwe to Borlap and beautiful to ugly in the second paragraph.

47. Rewrite the passage. After sentence 3, add He was the most ugly man on earth. Add a similar sentence after sentence 6.

5

Lesson 3

A. Aim of Lesson: To continue teaching the use of more.

B. Visual Aids Needed: Picture for narrative.

C. Procedure:

1. Song: "Planting Rice"

2. Present listening comprehension narrative and ask questions.

3. Narrative and dialog:

    There was a girl in Jittoen named Alicia. She had beautiful hair. And there was Inez who had beautiful skin. But Lijakkwe was more beautiful still.

    Inez: Alicia, your hair is very beautiful.

    Alicia: But Lijakkwe's hair is more beautiful than mine.

    Your skin is beautiful, Inez.

    Inez : But Lijakkwe's skin is more beautiful than mine.

    a. Who was the girl with the beautiful hair?
    b. Where did she live?
    c. Who was the girl with beautiful skin?
    d. Were they more beautiful than Lijakkwe?

4. Teach the dialog.

5. Pattern Practice:

beautiful - Lijakkwe's hair	Lijakkwe's hair is more beautiful than mine.
expensive - Ben's pen	Ben's pen is more expensive th than mine.
comfortable - father's chair	etc.
beautiful - Anna's dress	
comfortable - Josepha's shoes	
expensive - Peter's bike	
beautiful - Paulino's shirt	
comfortable - teacher's chair	

Lesson 3 (continued)

expensive - Vilora's comb

beautiful - Laura's picture

6. Reading:

Borlap wanted a beautiful wife. He wanted to marry Lijakkwe.

Lijakkwe wanted a handsome husband. She didn't want to marry Borlap.

Borlap was as foolish as he was ugly. He thought Lijakkwe would love him. He was wealthy.

7. Writing:

46. Rewrite the passage. Change Borlap to Lijakkwe, beautiful wife to handsome husband in the first paragraph. Make necessary pronoun changes.

    Change Lijakkwe to Borlap and handsome husband to beautiful wife in the second paragraph. Make necessary pronoun changes.

47. Rewrite the passage. After sentence 2 add a sentence describing Lijakkwe. Use most. Add a similar sentence describing Borlap after sentence 4.

48. Rewrite the passage. Combine the last two sentences. Change He was wealthy to for his wealth.

BOOK TEN, Unit II

Lesson 4

A. Aim of Lesson: To teach the use of most

B. Preparation Needed: Practice rhyme from Lesson 2 for pronounciation.
Flash cards for Pattern Practice.
Pictures for narrative.

C. Procedure:

1. Pronounciation: Review rhyme from Lesson 2. Have individual students say the rhyme.

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

Borlap gathered all the coconuts he could find to take to Lijakkwe. He was sure she would marry him when he presented her with all the coconuts.

Borlap : Lijakkwe, you are the most beautiful girl on earth. These coconuts are for you.

Lijakkwe: Thank you. But please don't come again. You are the most ugly man I have ever seen.

a. What did Borlap give to Lijakkwe?
b. Did he think she would marry him?
c. How beautiful did Borlap think Lijakkwe was?
d. Did Lijakkwe like Borlap?

4. Teach the dialog.

5. Pattern Practice: Make flash cards saying: beautiful, expensive, noisy, and talkative.

Flash card:	beautiful	
Oral cue:	Inez, Lijakkwe	Lijakkwe is more beautiful than Inez.
Oral cue:	Inez, Alicia, Lijakkwe	Lijakkwe is the most beautiful of the girls.
Oral cue:	hibiscus, rose	The rose is more beautiful than the hibiscus.
Oral cue:	hibiscus, gardenia, rose	The rose is the most beautiful of the flowers.

Lesson 4 (continued)

6. Pattern Practice (continued)

Flash card: expensive
Oral cue: scooter, car
Oral cue: bike, scooter, jeep
Oral cue: raft, canoe
Oral cue: raft, canoe, boat
Oral cue: boat, ship

Flash card: noisy
Oral cue: bike, jeep
Oral cue: car, bulldozer
Oral cue: raft, speedboat
Oral cue: bike, scooter
Oral cue: raft, scooter, car

Flash card: talkative
Oral cue: men, women
Oral cue: men, women, children
Oral cue: girls, boys
Oral cue: women, girls
Oral cue: men, boys

7. Reading:

Borlap was a foolish man. There were many foolish men in Ebon.

He knew he was ugly. But he thought Lijakkwe would marry him. He had much land.

Lijakkwe was beautiful. She was smart, too. She did not marry Borlap.

8. Writing:

47. Rewrite the passage. After sentence 2, add a sentence describing Borlap. Use most.

48. Rewrite the passage. Combine sentences 4 and 5. Change He had much land to for his land.

49. Rewrite the passage. Combine sentences 6 and 7. Omit too from sentence 7. Use as ______ as. (Lijakkwe was as smart as she was beautiful.)

Lesson 5

A. Aim of Lesson: To review the structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures for pattern practice.

C. Procedure:

1. Song: "Planting Rice"

2. Pronounciation Practice: Have individual pupils recite rhyme from Lesson 2.

3. Present listening comprehension narrative and ask comprehension questions. Have pupils try to tell the story with the help of pictures.

4. Narrative:

There were once three men who lived on Ponape. One man had thousands of acres of land. "I am a wealthy man," he said.

The second man had millions of dollars in the bank. "I am a wealthy man. I'm more wealthy than you," he boasted to the first man.

The thied man had some land and some money but not as much as the other two. "I don't have much land and I don't have much money. But I have a happy home with a good wife and four bright children. I am the most wealthy of the three of us. All your land and all your money could not buy what I have."

a. Which man would you like to be?
b. What did the first man have?
c. What did the second man have?
d. What did the third man have?
e. Do you agree with the third man?

5. Dramatize the narrative:

Have three boys or girls take the part of the three men. Prompt them with their lines if necessary.

6. Pattern Practice:

Have sets of pictures of two or more items on the board: i.e., three flowers, two handbags, four horses, five vehicles, etc. (Or use real objects that are available.)

Have children make a sentence using more or most, giving them an adjective to use for each set.

Lesson 5 (continued)

The gardenia is more beautiful than the hibiscus.
The green house is the most beautiful of the houses.
The red handbag is more expensive than the blue one.
etc.

7. Reading and Writing: Fill in the blanks with more or most followed by the proper adjective.

a. The actor in the picture is famous. He is __________ than the actress.

b. The sofa is comfortable. It is _______ than the chair.

c. Diamond is a precious stone. It is the __________ of all the stones.

d. He is not likely to come today. He is __________ to come tomorrow.

e. The necklace is expensive. It's the __________ piece of jewelry the lady owns.

f. The trip was pleasant. It's the ________ trip I've ever taken.

g. The hospital is spacious. It's the _________ hospital in the Trust Territory.

h. This book is expensive, but that one is even _________.

i. She is intelligent but Lora is _________ than she.

j. The ice cream is delicious. It's the __________ ice cream I've ever had.

k. Sinali is talkative. She's the _________ girl in the room.

l. Josef is quiet. He's ____________ than John.

m. I'm careful with my homework but Emi is __________ than me.

n. The microscope is valuable. It's the ____________ piece of equipment in our science laboratory.

o. Leo is patient. He is ______________ than me.

ACHIEVEMENT TESTS: BOOK TEN, Unit II

Test A

Structure to be tested: more / most

Items required:
1) Pencil, and paper numbered 1-10 for each pupil.
2) Write the test-items on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to show them some sentences that have blanks. You will read over the sentences with the class. Then they are to fill in the blanks, using the words more or most.

Examples:

There are ____ boys than girls in this class.
Answer: more

Tom is the ____ handsome boy in the class.
Answer: most

Test-items:

1. This canoe is ______ expensive than that one. (more)
2. It is the _____ expensive canoe of all. (most)
3. Is the daughter _____ beautiful than her mother? (more)
4. She is the _____ beautiful girl in her family. (most)
5. Of the five songs, the second one is the ______ difficult. (most)
6. What is the _____ important thing to study? (most)
7. He liked her _____ than me. (more)
8. They are _____ comfortable in their house than in ours. (more)
9. I am ______ pleased than you. (more)
10. ______ of them want to travel to Guam. (Most)

Scoring: Each student can receive 10 points.

ACHIEVEMENT TESTS: BOOK TEN, Unit II

Test B

Structure to be tested: /ə/ and /i/

Items required:
1) Randomized list of students.
2) Pencil, and paper numbered 1-10 for each pupil.
3) Flashcards of these 4 words:
   luck lick stuck stick

Instructions:
Part I: Tell the students that you are going to say some pairs of words. If they sound the same, they are to mark "S"; if they sound different, they are to mark "D".

Examples:
son - sin D
bin - bun D
sin - sin S

Test-items:

1. win - win S
2. luck - luck S
3. summer - simmer D
4. fizz - fuzz D
5. luck - lick D
6. bitter - bitter S
7. stuck - stick D
8. win - won D
9. butter - bitter D
10. fizz - fizz S

Part II: Tell the students that you are going to call on them individually to say a word that you show them on a flashcard. That student is to say the word, making a careful /ə/-sound or /i/-sound.

Scoring: Part I, each student can receive 10 points; Part II, each student can receive 1 point.

Listening Comprehension Narrative

THE GREEDY GIANT OF PALAU

Long ago in Angaur Island in Palau District, there was a child whose name was Uwab. He was very greedy and each day he ate more and more food. He ate so much that soon he did not fit in his house.

A new house was built for him that was two hundred feet long and two hundred feet wide. It was the best house in the village. It was as big as the meeting house. But Uwab kept on eating and eating and soon he outgrew that house and another one was built for him. The second house was five hundred feet long and three hundred feet wide. It was even better than the first house. It was longer and wider.

Uwab was always shouting for more food and drink. The people of the island had to bring him fifty large baskets of food each day and dozens of basins of water and coconut milk.

Soon he got so fat, he could not feed himself. Other people had to push the food into his mouth. He kept growing bigger and bigger.

A third house was made for him. It was longer and wider than the other two houses. It was the best house built in Palau.

The people were worried. They were running out of food. They were afraid that Uwab would get angry and eat them. So they met secretly and decided to kill him.

By then Uwab was so big that only his head was inside the house. The rest of his body had to remain outside.

The people made long ropes over three miles long. While Uwab slept, some brave men tied his hair to the house. The other people gathered firewood, and dry coconut husks and leaves. They put this all around Uwab's body and built fires all around.

Uwab felt hot. He got up. He couldn't get away for he was tied. He roared and kicked furiously. He kicked himself to pieces. The pieces scattered far and near.

Today, Uwab's head is said to be part of Ngerechelong. Peleliu is part of his legs. Babelthaup is his body.

Some people say the people of Ngiwal live on Uwab's stomach and that is why they eat as many as seven times a day. Others say that the people who live on Uwab's mouth talk too much while still others say that those who live on his legs can run very fast.

BOOK TEN, Unit III

Listening Comprehension Narrative (continued)

Structures taught previously: as ____________ as
____________ while ____________

New for production: longer, longest
wider, widest

New for recognition: better, best

Suggested comprehension questions:

1. Where did Uwab live?
2. What made him different from other children?
3. How many houses were built for him?
4. How big was the first house? The second? The third?
5. What was he always shouting for?
6. Did the village people like him?
7. How much food did he eat everyday?
8. What did the people decide to do with Uwab?
9. The people didn't like Uwab, did they?
10. What did they use to make the fire?
11. When Uwab got up, what did he do?
12. What happened when he kicked too hard?
13. Was the third house big enough for Uwab?
14. How would you like to be a giant like Uwab?

BOOK TEN, Unit III

Lesson 1

A. Aim of Lesson: To teach the comparative adjectives wider and longer.

B. Preparation Needed: Learn song "Jamaica Farewell."
Practice narrative with pictures.
Make flashcards for Pattern Practice.

C. Procedure:

1. Song: "Jamaica Farewell" (Pay close attention to /ey/ sound.)

Down the way where the nights are gay
And the sun shines daily on the mountain tops,
I took a trip on a sailing ship
And when I reached Jamaica I made a stop.

But I'm sad to say, I'm on my way,
I won't be back for many a day,
My heart is down, my head is turning around
I had to leave a little girl in Kingston town.

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

The first house built for Uwab was two hundred feet long and two hundred feet wide. He outgrew that and a second house had to be built.

Chief : We must build a new house. It must be wider and longer than the first.

Carpenter: We will make one three hundred feet longer. It will be two hundred feet wider.

Chief : The longer and wider house will please Uwab.

a. How long was the first house? The second house?
b. How much longer was the second house than the first?
c. How wide was the first house? The second house?
d. How much wider was the second house than the first?
e. Why did they have to build a second house?

4. Teach the dialog.

Lesson 1 (continued)

5. Pattern Practice: Have flash cards to be used as cues.

Flash card cue:	500-200	It will be three hundred feet longer than the first.
	400-200	It will be two hundred feet longer than the first.
	100-50	etc.
	1000-400	
	50-25	
	450-250	
	375-350	
	etc.	

6. Reading:

The more Uwab ate, the more he grew. When he grew too big, a new house was built for him. It was two hundred feet long. It was two hundred feet wide.

He outgrew the house. It had been built especially for him. A second house was built for him. The second house was longer and wider.

7. Writing:

49. Rewrite the passage. After sentence 2, add the sentence It was as ____________ as it was _________. (Fill in the two blanks.)

50. Rewrite the passage. After the last sentence, tell exactly how much wider and how much longer the second house was in comparison to the first.

51. Rewrite the passage. Combine sentences 5 and 6. Use which.

BOOK TEN, Unit III

Lesson 2

A. Aim of Lesson: To continue teaching comparative adjectives.

B. Preparation Needed: Learn second verse of "Jamaica Farewell."
Have rulers or some measuring instrument children can use.
Pictures for narrative.

C. Procedure:

1. Song: "Jamaica Farewell" (Add second verse.)

   Sounds of laughter everywhere
   And the dancing girls swaying to and fro
   I must declare my heart is there
   Although I've been from Maine to Mexico.

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

   Uwab ate fifty baskets of food each day. In no time, he outgrew his second house. It had been longer and wider than the first house.

   A third house was built for him. This house was even longer and wider than the second house. It was a thousand feet long and seven hundred feet wide. It was the longest and widest house on the island.

   Chief : Uwab cannot fit in his house. We must make one which is longer.

   Carpenter: We will make one five hundred feet longer.

   Chief : Make it wider, too.

   Carpenter: It will be four hundred feet wider.

   a. How much food did Uwab eat daily?
   b. Was his second house big enough for him?
   c. How much longer was the third house than the second?
   d. How much wider was the third house than the second?
   e. Was it the biggest house ever built on the island?

4. Teach the dialog.

Lesson 2 (continued)

5. Pattern Practice:

Measure the length of the teacher's desk as students watch. Write the length on the board.

Have children measure the length of their own desks. Have them say how much longer the teacher's desk is than theirs. "Your desk is ______ inches longer than mine."

Measure and compare other things in the classroom such as chalkboards, closets, and bookshelves.

6. Reading:

Every day Uwab ate fifty baskets of food. Each day he drank dozens of basins of water and coconut milk. In no time he outgrew his second house. It had been much wider and longer than the first.

A third house was built for him. This house was even bigger than the second house. It was the biggest house on the island.

7. Writing:

50. Rewrite the passage. After sentence 6, add a sentence which will tell exactly how much wider and how much longer the third house was in comparison to the second.

51. Rewrite the passage. Combine sentences 3 and 4. Use which.

52. Rewrite the passage. Omit every day from sentence 1 and add daily at the end of the sentence. Replace each day in sentence 2 with daily also.

BOOK TEN, Unit III

Lesson 3

A. Aim of Lesson: To teach the use of superlative adjectives longest and widest.

B. Preparation Needed: Pictures for narrative.
Learn third verse of "Jamaica Farewell."
Cut strips of colored paper to different lengths and widths for children's use.

C. Procedure:

1. Song: Sing two verses of "Jamaica Farewell." Keep close watch on pronunciation of /ey/ sound. Be sure the /y/ glide is present. Teach third verse: (watch carefully the /y/ glide in /ay/ sound.)

   Down at the market you can hear
   Ladies cry out while on their heads they bear
   Aki rice, salt fish are nice
   And the rum is fine anytime of year.

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

   Uwab kept eating and growing. He outgrew his third house. It was the largest building ever built in Palau.

   He had grown bigger and bigger each month. Each month they had built him a new house.

   The third house had been the biggest house.

   Chief : Uwab's house is too small for him.

   Carpenter: It was the longest and widest house ever built.

   Chief : Can we build a bigger one?

   Carpenter: No, there isn't enough wood left to build another house.

   a. Was the third house big enough for Uwab?
   b. Were there any bigger houses than the third house?
   c. Were they going to build a fourth house?
   d. Why couldn't they make an even larger house?

4. Teach the dialog.

5. Pattern Practice:

Pass out strips of colored paper cut to different widths and lengths to the pupils. Be sure each child has three or more strips. Have children tell which strip is the longest and which is the widest strips among all the strips.

6. Reading:

Uwab kept eating and growing. He outgrew his third house. It was the largest building ever built in Palau.
He had grown bigger and bigger each month. Every month they had built him a new house.
The third house had been the biggest house.

7. Writing:

51. Rewrite the passage. Combine sentences 2 and 3. Use which.

52. Rewrite the passage. Replace every month and each month with monthly.

53. Add a sentence after the last one. Use longest and widest. End the sentence with "______________________ man had ever built."

BOOK TEN, Unit III

Lesson 4

A. Aim of Lesson: To continue teaching superlative adjectives.

B. Preparation Needed: Pictures for narrative.
Boxes of various sizes marked A, B, C, or painted different colors.

C. Procedure:

1. Song: "Jamaica Farewell" (three verses)

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

Uwab was finally killed by the people of Angaur. They were afraid to go near him so they burned him.

Today, when a teacher tells the legend in a Palauan classroom, the boys and girls ask many questions.

Hirosi : What happened to the longest and widest building?

Teacher: It was burned together with Uwab.

Erica : How long was the rope they tied him with?

Teacher: It was over three miles long. It was the longest piece of rope in Palau.

a. How was Uwab finally killed?
b. Why did they burn him?
c. What did Hirosi want to know?
d. How long was the rope?

4. Pattern Practice:

Have three boxes marked A, B, C, (or painted different colors) for every 2-4 pupils. Have children measure the length and width of the boxes. Have them report on which box is the longest and which is the widest. They can also talk about the biggest and smallest boxes.

Lesson 4 (continued)

5. Reading:

Every year Paluan children hear the legend of Uwab from their teachers. They are sad to hear that the biggest house was burned with Uwab.

They ask about the rope that was more than three miles long. They are sad to hear that it was burned, too.

6. Writing:

52. Rewrite the passage. Replace every year with annually.

53. Add a sentence after sentence 2. Use longest and widest. Begin the sentence with "They wish __________."

54. Rewrite the passage. Change that was more than three miles long to more than three miles long and place it before the word rope.

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Preparation Needed: Pictures for narrative.
Drawings on board for Pattern Practice.
Pieces of string for Pattern Practice.

C. Procedure:

1. Song: "Jamaica Farewell" (Have boys sing first verse, girls sing second verse and everyone sing third verse.)

2. Present narrative and ask comprehension questions. See if any of the pupils can tell the story.

3. Pattern Practice:

   Draw four rectangles on the board with varying dimensions. Label them A, B, C, and D. Have children compare the widths and lengths of three or four or two of the rectangles. Use wider, longer, widest, and longest in responses.

   Give children pieces of string to measure. Have them tell which is the longest and which is the shortest. Use shorter and longer in comparing two pieces of string.

   Have taller boys in class stand and tell who is the tallest. Use taller and shorter in comparing two boys.

   Have shortest girls in class stand and tell who is the shortest. Use shorter and taller in comparing two girls.

4. Reading and Writing:

   Add a sentence to complete each of the following groups of sentences. Use the comparative or superlative degree of the adjective in parentheses.

   (wide) 1. The bedroom is four feet wide. The kitchen is five feet wide. ______________________________ .

   (tall) 2. The banana tree is six feet tall. The papaya tree is four feet tall. ______________________.

   (old) 3. Linda is twelve years old. Norma is eleven.
   __________________________________.

Lesson 5 (continued)

(near) 4. Sekere is two miles from Kolonia. Net is one and a half miles from Kolonia. Palikir is four miles from Kolonia. ______________________________.

(long) 5. The ruler is twelve inches long. The pen is six inches long. The pencil is five inches long. ______________________________.

(bright) 6. The candle is bright. The lamp is brighter. The electric light is brighter than the lamp. ______________________________.

(young) 7. Jane is a year old. Tony is eight and the twins are four. ______________________________.

(beautiful) 8. The plumeria is a beautiful flower. The hibiscus is even more beautiful. The rose is even more beautiful than the hibiscus. ______________________________.

(old) 9. The brown dog is five months old. The black dog is eight months old. ______________________________.

(strong) 10. Tony can carry twenty-five pounds of rice. John can carry fifteen pounds. Masao can carry thirty pounds. ______________________________.

(easy) 11. It took me ten minutes to solve problem #1, five minutes to solve problem #2, and three minutes to solve problem #3. ______________________________.

(hot) 12. On June 12, it was 81 degrees. On June 18 it was 85 degrees. On June 26 it was 83 degrees. ______________________________.

(fast) 13. Bill ran the mile in eight minutes. Josef ran it in six minutes and ten seconds. Bismark ran it in four minutes and twelve seconds. ______________________________.

(heavy) 14. Kester weighs sixty pounds. Moses weighs eighty pounds. ______________________________.

(busy) 15. Father has a lot of work to do. Mother doesn't have too much work to do. ______________________________.

ACHIEVEMENT TESTS: BOOK TEN, Unit III

Test A

Structure to be tested: wider / widest
longer / longest

Items required:
1) Randomized list of students.
2) Make or gather the following, making sure that one of each item is a different length or width than the other two:
   a) 3 strips of colored paper, all of the same width but of obviously different lengths; if you use different colors, it will help the students identify them better.
   b) 3 strips of colored paper, of the same length but of obviously different widths.
   c) 3 pencils , each a different length.
   d) 3 separate pictures, each with a different-sized table on it.
   e) 3 sticks of different lengths.

Instructions:

Part I: Tell the students that you are going to hold two objects up, one in each hand. Then you are going to call on an individual to make up a sentence about the objects, using the word wider or longer.

Example:

Teacher: (holds up 15" yellow strip and 5" blue strip)
Sally : The yellow paper is longer than the blue.

Part II: Tell the students that you are going to hold up 3 items. Then you will call on an individual to make up a sentence using the word widest or longest.

Example:

Teacher: (holds up a picture of a brown table and a picture of a red table in one hand, and a picture of a green table in the other hand; the green table is very much wider than the other two)
John : The green table is the widest table.

Scoring: Part I, each student can receive 1 point for using wider or longer correctly; Part II, each student can receive 1 point for using widest or longest correctly. Therefore, each student can receive 2 possible points.

ACHIEVEMENT TESTS: BOOK TEN, Unit III

Test B

Structure to be tested: /y/ glide, as in /ey/ and /ay/

Items required: 1) Randomized list of students.
2) Write the test-sentences on the board.

Instructions:

Tell the students that you are going to show them some sentences. After you have gone over them orally with the class, you are going to call on individuals to read certain sentences. Listen carefully for the /y/ glide (underlined) in each sentence.

Test-sentences:

1. He knows the way.
2. I saw her today.
3. I eat rice daily.
4. What did you say?
5. Why are you so gay?
6. I never cry.
7. I am fine.
8. She came on time.
9. Can dogs fly?
10. That girl is shy.

Scoring:

Each student can receive 1 possible point. If you test each child more than once, however, be sure to take this into consideration when computing class-percentage-right.

BOOK TEN, Unit IV

Listening Comprehension Narrative

A TRUKESE LOVE STORY

Haumehar was a rich chief who lived on Wonei Island in the Truk Atoll. He and his wife had a son who was called Neini. Neini was a very handsome boy. He was as brave as he was handsome. And he was as smart as he was brave. He was kind and industrious and everyone liked him. All the girls on the island wanted to marry him.

The girls in his village brought him many gifts of food that he refused to eat. Girls from other villages sent mats and jewelry to him which he refused to use. Many girls gave him love charms which he immediately threw away.

Neini's parents built a house for him and gave a big feast. Everyone on the island was invited. The people brought great baskets of food. Those who could not come sent food through others. Everyone brought all kinds of gifts for Neini and his new house. All the young girls gave him mwaramwars and charms. All the food he refused to eat. The gifts which they sent, he refused to use. The mwaramwars that they made he refused to wear.

One day while working in the coconut groves, Neini saw someone hiding in the bushes. It was a young girl. She was sick and thin and covered with sores. But Neini saw that she was beautiful. He put his cape around her.

Anaini had been sent away from her clan because of her sickness. Neini wanted to help her. He brought her fish and taro. He gave her his shell necklace and knife. He sent for some oil to cure her sores.

Soon Anaini became well. Neini took her home to his parents. "This is the girl who will be my wife," he said.

His parents were unhappy. "She gave you nothing. She neither brought nor sent you any gifts. Why do you want to marry her?"

"She loves me and I love her," Neini said. "She will be my wife."

His parents knew that Neini would not change his mind. "Take her as your wife, then," they said. "She shall be our daughter."

Structures Previously Taught: as ____________ as
The people gave them a bowl.
The people gave a bowl to them.

New for Production: gave, sent, brought

New for Recognition: who, which, that

BOOK TEN, Unit IV

Listening Comprehension Narrative (continued)

Suggested Comprehension Questions:

1. Where did Neini live?
2. Why was he well liked by everyone?
3. How brave was he?
4. How smart was he?
5. What kinds of gifts did the girls bring him?
6. Why did Neini's parents give a big feast?
7. What did Neini do with the mwaramwars and charms he received?
8. Where did Neini find Anaini?
9. She was ugly, wasn't she?
10. Why was Anaini sent away from her clan?
11. What did Neini do for Anaini?
12. Why did Neini want to marry Anaini?
13. Why did his parents not want Neini to marry Anaini?
14. Did his parents finally agree to the marriage?

BOOK TEN, Unit IV

Lesson 1

A. Aim of Lesson: To teach the use of gave.

B. Preparation Needed: Practice narrative with pictures.
Practice song.

C. Procedure:

1. Song: "Getting to Know You" (Watch pronunciation of /ow/.)

Getting to know you,
Getting to know all about you.
Getting to like you,
Getting to hope you like me.

Getting to know you,
Putting it my way but nicely,
You are precisely my cup of tea.

Getting to know you,
Getting to feel free and easy.
When I am with you,
Getting to know what to say.

Haven't you noticed
Suddenly I'm light and breezy
Because of all the beautiful and new
Things I'm learning about you
Day by day.

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

Neini was handsome and kind and brave. He was smart, too. All the girls on the island of Wonei wanted to marry him. They were always sending him things. Neini always gave them away.

Mother: Where's the shark tooth necklace Nese gave you?

Neini : I gave it away.

Mother: Who did you give it to?

Neini : I gave it to a poor woman.

Lesson 1 (continued)

a. Why did all the girls want to marry Neini?
b. Why did they keep sending Neini gifts?
c. What did Neini do with the gifts?
d. Did Neini like the gifts?
e. Who did Neini give the necklace to?

4. Teach the dialog.

5. Pattern Practice:

Where's the necklace Nese gave you? (Responses below)

skirt	Mother
blouse	John
shirt	Enerika
etc.	

I gave it to a poor woman.

my sister
my cousin
Martin
etc.

6. Reading:

Neini was handsome and smart. All the girls on the island of Wonei wanted to marry him. They sent him gifts. Neini gave them away. Once he gave away a necklace that was made of shark's teeth.

7. Writing:

53. Rewrite the passage. Add a sentence after sentence 1 using handsomest and smartest.

54. Rewrite the passage. Change that was made of shark's teeth to shark's tooth and place it before the word necklace.

55. Rewrite the passage. Add always to sentences 3 and 4.

BOOK TEN, Unit IV

Lesson 2

A. Aim of Lesson: To teach the use of brought.

B. Visual Aids Needed: Pictures for narrative and Pattern Practice.

C. Procedure:

1. Sing: "Getting to Know You"

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

   Neini's parents built a house for him. They gave a big feast. All the village people came and brought something.

   Mother: They have brought gifts for you and your house.

   Neini : Give them to the poor.

   Mother: Many have brought huge baskets of food.

   Neini : Let the people eat all of it.

   a. What did Neini's parents build for him?
   b. Who came to the feast?
   c. What did they bring to the feast?
   d. What did Neini do with the gifts?
   e. What did Neini do with the food?

4. Teach the dialog.

5. Pattern Practice: (Cue with pictures.)

   They have brought gifts for you.

   food
   a shirt
   some yams
   rice and fish
   some breadfruit
   a blouse
   etc.

6. Reading:

   Neini's parents built a house for him. They gave a big feast. All the village people attended. They all brought gifts. Some of them brought huge baskets of food. Some brought gifts for the house.

   Neini gave the gifts to the poor, and he gave the baskets of food to the people to eat.

7. Writing:

   54. Rewrite the passage. Change for the house to house and place it before the word gifts in sentence 6.
   55. Rewrite the passage. Add as always to the beginning of the last sentence.
   56. Combine sentences 2 and 3. Add that before sentence 3.

BOOK TEN, Unit IV

Lesson 3

A. Aim of Lesson: To teach the use of sent.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Jamaica Farewell"

2. Present narrative and ask comprehension questions.

3. Pronunciation Practice: /ow/

   A: Let's go home.
   B: It's so cold.
   A: And the wind's blowing so hard.

4. Narrative and dialog:

   Some of the people lived far away. They could not come to the feast. But they sent gifts. They sent things that would not spoil.

   Father: Look at these mats sent from Moen, son. They're beautiful.

   Neini : You can have them.

   Mother: These mwaramwars from Udot are made of shells. They're rare.

   Neini : Why don't you keep them.

   a. Why didn't some of the people come to the feast?
   b. What kind of gifts did they send?
   c. What did the people from Moen send?
   d. What was the gift from Udot?
   e. What did Neini do with the beautiful mat?
   f. What did he do with the rare mwaramwar?

5. Teach the dialog.

6. Reading:

   Some of the people lived far away. They couldn't come to the feast. But they sent gifts. They sent things that would not spoil.

   People from Moen sent some pandanus mats. They were beautiful. People from Udot sent mwaramwars made of shells. They're rare.

Lesson 3 (continued)

7. Writing:

55. Rewrite the passage. Add always to sentences 3 and 4.

56. Rewrite the passage. Combine sentences 5 and 6. Change They to that in sentence 6.

57. Rewrite the passage. Combine sentences 5 and 6. Omit They were from sentence 6 and add the word beautiful before pandanus in sentence 5. In like manner, combine sentences 7 and 8.

BOOK TEN, Unit IV

Lesson 4

A. Aim of Lesson: To practice the combined use of gave, brought, and sent.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Getting to Know You"
2. Present narrative and ask comprehension questions.
3. Pronunciation Practice: Use dialog from Lesson 3.
4. Narrative and dialog:

   When Neini was married, his parents gave a big feast. Gifts came from all over Truk.

   Anaini: These bowls were given by the people of Dublon. They're made of mangrove.

   Mother: These were brought from Satawan. They are bowls made from coconut shells.

   Neini : This canoe was sent from Lukunor. It's made from a large breadfruit tree.

   a. Why did Neini's parents give a big feast?
   b. Where did the gifts come from?
   c. What did the people of Dublon give Anaini and Neini?
   d. What were the bowls brought from Satawan made of?
   e. What kind of tree was the canoe made of?

5. Teach the dialog.
6. Reading:

   Neini and Anaini were finally married. His parents gave a big feast. People sent gifts from all over Truk.

   The people of Dublon gave them some bowls. They were made of mangrove. The people of Satawan sent mats to them. They were made of pandanus. The people of Lukunor sent a table. It was made of stone.

Lesson 4 (continued)

7. Writing:

56. Combine sentences 4 and 5. Change They to that in sentence 5. Combine sentences 6 and 7, and 8 and 9 in the same way.

57. Rewrite the passage. Combine sentences 4 and 5. Omit They were made of and insert mangrove before bowls in sentence 4. (In like manner, combine sentences 6 and 7, and 8 and 9.)

58. Rewrite the passage. Change the verbs to the future tense. Begin with "Neini and Anaini will finally be married."

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Getting to Know You"

2. Pronunciation Practice: Use dialog from Lesson 3.

3. Present narrative and ask comprehension questions. See if any students can tell the story.

4. Pattern Practice: (multiple slot)

The people of	Dublon	sent	some bowls.
	Kolonia		
		brought	
			a canoe
	Net		
		gave	
			some food
	Uh		
		sent	
			some mats
	Kiti		
		brought	
			some coconuts

5. Narrative:

Ann was an American Peace Corps Volunteer. She worked in Kiti. Ann married Jay, a Peace Corps Volunteer who taught in Palikir. They were married in Kolonia.

Many people were at the wedding reception. They gave Jay and Ann many gifts. They gave them pots and pans, sheets, towels, and many other things. Some people came from Palikir and Kiti. They brought many yams. There were some who could not come. They sent gifts through others who came.

   a. Where did Ann work?
   b. Was Jay a Peace Corps Volunteer?
   c. Where were they married?
   d. What did the people from Kiti and Palikir bring?
   e. Who sent gifts through others?

6. Copy this passage. Fill in the blanks with gave, brought, or sent.

Many people were at the wedding reception. They ______ Jay and Ann many gifts. They _____ them pots and pans, sheets, towels, and many other things.

Some people came from Palikir and Kiti. They _____ many yams. There were some who couldn't come. They _____ gifts through others who came.

ACHIEVEMENT TESTS: BOOK TEN, Unit IV

Test A

__Structure to be tested__: gave / brought / sent

__Items required__: 1) Randomized list of students.
2) Flashcards of these words:

apples
money
bananas
flowers
books
shells
dress
gift
fish
soap
letter
comb

__Instructions__:

Tell the students that you are going to call on an individual, and will show him a flashcard word. You will ask him a question using the word give, bring, or send, and he is to make up an answer, using the past tense of the word plus the flashcard word.

__Examples__: Teacher: (holds up "apples")
John, what did you give?
John : I __gave__ apples.

Teacher: (holds up "fish")
Swing, what did you bring?
Swing : I __brought__ some fish.

Teacher: (holds up "letter")
Linda, what did you send?
Linda : I __sent__ a letter.

__Scoring__:

Score each student 1 point for using the correct verb form; listen carefully for pronunciation.

ACHIEVEMENT TESTS: BOOK TEN, Unit IV

Test B

Structure to be tested: /ow/

Items required: 1) Randomized list of students.
2) Write the test-sentences on the board.

Instructions:

Tell the children that you are going to show them some sentences. After you have read over them with the class, you are going to call on individuals to read certain sentences for you. Listen carefully for each one's pronunciation of the /ow/-sound (underlined).

Test-sentences:

1. I don't know.
2. Where did he go?
3. I am very cold.
4. Can you feel the wind blow?
5. I own a goat.
6. Let's swim in the ocean.
7. I went to the Variety Show.
8. He made a boat.
9. The yam didn't grow.
10. The door is open.

Scoring:

Each student can receive 1 possible point. If you test each one more than once, however, take that into consideration when computing class-percentage-right.

BOOK TEN, Unit V

Listening Comprehension Narrative

THE STONE MONEY OF YAP ISLAND

Most people think of money as something we can carry around in our pockets. But this was not so in Yap many years ago.

Long ago, the people in Yap were always fighting. One trouble was that there was no common money. The people could never agree on what to use for money.

One of the chiefs thought, "We've got bones and shells. We've got food and land that we use for money. But we don't have a common money. We've got to have a common money."

That night the moon was full and shining brightly. The chief thought, "We've got to have money that is round. It should be like the moon. We've got to have money that doesn't wear out. We've got to have money that doesn't break easily."

He told the wise men of his idea. They agreed with him. They decided that the money should be made of stone. "But we've got no hard stones on Yap," one of the wise men said.

"Then we've got to get some," another replied. So men were sent to search for hard stones. In Palau they found limestone which was hard but not round. So they carved the stones so that they were round. When they tried to carry the pieces they were very heavy. So holes were made in the middle so that a pole could be stuck through it and several men could help to carry one piece. The pieces were carried back to Yap. "We got the stone money," the men reported to their chiefs. And stone money became the common money in Yap.

Many pieces of stone money can still be found in Yap. The Spanish money, the German money, and the Japanese money are of no value anymore. But the Yapese stone money still remains and still has the same value. There are about 13,000 pieces of stone money still on Yap. There are about 36,000 pieces of shell money, also, but they are not used anymore.

Structures Taught Previously: always, never

New for Production: have got; have got to

New for Recognition: still, anymore

BOOK TEN, Unit V

Listening Comprehension Narrative (continued)

Suggested Comprehension Questions:

1. What was one of the reasons for people fighting in Yap?
2. What did the Yapese use for money before they got the stone money?
3. Why is Yapese money round?
4. Were there lots of round stones in Yap?
5. Why did the chief want the money to be hard?
6. Where did the stone come from?
7. Was it round when they found it?
8. Why are there holes in the center of the money pieces?
9. Are there any pieces of stone money on Yap today?
10. Do you know of any place in Kolonia that has a piece of Yapese money?
    (PICS)

BOOK TEN, Unit V

Lesson 1

A. Aim of Lesson: To teach the structure: We've got bones and shells.

B. Preparation Needed: Practice narrative with pictures.
Go over words to song.

C. Procedure:

1. Teach words to song "Do, Re, Mi" (Pay particular attention to /w/ and /y/ glides.)

Doe, a deer, a female deer,
Ray, a drop of golden sun.
Me, a name I call myself,
Far, a long, long way to run.
Sew, a needle pulling thread,
La, a note to follow so,
Tea, a drink with jam and bread,
That'll bring us back to doe.

2. Present narrative and ask comprehension questions.

3. Narrative:

The chief was tired of the fighting. He wanted a common money so the people would not quarrel among themselves.

He thought to himself, "We've got bones and shells. But they're small and easy to steal. We've got food. Food can be traded. We've got land. But it cannot be traded easily. What we need is a common money. We haven't got a common money."

a. Why did the people quarrel among themselves?
b. What were some of the things people used for money?
c. What did they trade with besides money?
d. What did the chief want for his people?

4. Pattern Practice:

a. What have we got to eat?

We've got food.
land
bones
shells

We've got rice.
bread.
fish.
etc.

Lesson 1 (continued)

b. What have we got in the classroom?

We've got *chairs*.
desks
blackboards
etc.

We haven't got any *money*.
snow
ice cream
etc.

5. Reading:

The chief was tired of the fighting. He wanted a common money so the people would not quarrel among themselves.

He thought long and hard, "We've got money. We've got shells. We've got bones. They're small and easy to steal. We've got food. Food can be traded. And we've got land. Land cannot be easily traded. What we need is a common money. We haven't got a common money.

6. Writing:

57. Rewrite the second paragraph. Combine sentences 3 and 4. Eliminate *We've got* from sentence 4 and place *shell* before *money* in sentence 3.

58. Rewrite paragraph 1. Change the verbs to the future tense.

59. Rewrite paragraph 2. Copy only those sentences that have *We've got* in them. Change them to *We haven't got*.

BOOK TEN, Unit V

Lesson 2

A. Aim of Lesson: To continue practice of the structure got.

B. Preparation Needed: Practice tune to song.
Pictures for narrative.
Realia for Pattern Practice.

C. Procedure:

1. Song: Teach tune to "Do, Re, Mi"

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

The chief told the wise men of his idea. They agreed. What they needed was a common money.

Wise-Men: We've got bones and shells. We've got land and food.

Chief: But we haven't got a common money. So our people are always fighting.

Wise-Men: Yes. We need a common money.

4. Teach dialog.

5. Pattern Practice:

We've got vases but we haven't got flowers.

We've got		but we haven't got
vases		flowers
erasers		chalk
paper		pencils
mats		chairs
chairs	(switch	tables
pencils	slots)	erasers

6. Reading:

We have many locally made things in our classroom. We have erasers made of sponge. We have mats made of pandanus leaves. We have vases made of bamboo.

Sometimes the students do not take good care of the room. The teacher then says, "We've got erasers but no chalk. We've got mats but no chairs. We've got vases but no flowers."

7. Writing:

58. Rewrite paragraph 1. Change the verbs to the future tense.
59. Rewrite paragraph 2. Change "We've got erasers but no chalk" to "We haven't got chalk but we've got erasers." In like manner change the next two sentences.
60. Rewrite paragraph 2. Change We've got to We have.

BOOK TEN, Unit V

Lesson 3

A. Aim of Lesson: To teach the structure: "We've got to have common money."

B. Preparation Needed: Pictures for narrative.
Flash cards for Pattern Practice.
Practice dialog for pronunciation.

C. Procedure:

1. Song: "Do, Re, Mi"

2. Pronunciation Practice: /y/, /w/ glides.
    A: Did you say grow or grew?
    B: Neither. I said crew.

3. Present narrative and ask comprehension questions.

4. Narrative and dialog:
    The chief and the wise men wanted the money to look like the moon. They wanted it to be round and hard.

    Chief: We've got to have money that's round.
    Wise-Men: We've got to have money that's hard and won't wear out.
    Chief: Yes. We've got to have money that doesn't break easily.

5. Teach the dialog.

6. Pattern Practice: (Cue with flash cards.)
    We've got to have money that's round.
    wood dry
    paper big

7. Reading:
    The chief and the wise men agreed. "We've got to have money that's round. We've got to have money that's hard and won't wear out. We've got to have money that doesn't break easily."
    "We've got shells. We've got bones. But they're not round and hard."

8. Writing:
    59. Rewrite paragraph 2. Change We've got to We haven't got wherever you see it. Omit the last sentence.
    60. Rewrite the passage. Wherever you see We've got change it to We have.
    61. Rewrite the passage. Change We've got to to We must.

BOOK TEN, Unit V

Lesson 4

A. Aim of Lesson: To continue practicing the use of we've got to.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:
1. Pronunciation Practice: Do dialog from Lesson 3.

2. Present narrative and ask comprehension questions.

3. Song: "Do, Re, Mi"

4. Narrative and dialog:

So the chief and the wise men told the men to look for something round and hard to use for money. They thought stone would be very hard.

1st Man: But we haven't got any hard stones on Yap.

2nd Man: We've got to find some.

1st Man: We've got to go far away to find some.

2nd Man: We've got to have a common money.

a. What were the men looking for?
b. Were there any hard round stones on Yap?
c. Why did they have to get stones?
d. What would they use the stone for?

5. Teach the dialog.

6. Pattern Practice: We've got to have a picnic.
party
play
etc.

7. Reading:

The men said, "We've got stones on Yap but they're not round. We've got no hard stones, either."

"We've got to go to other lands. We've got to find some hard round stones. We've got to have a common money."

8. Writing:
60. Rewrite the passage. Wherever you see We've got change it to we have.
61. Rewrite the passage. Change we've got to to we must wherever you see it.
62. Rewrite the passage. Combine sentences 3 and 4. Eliminate we've got from sentence 4 and add the rest of the sentence to sentence 3.

BOOK TEN, Unit V

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Preparation Needed: Practice song.

C. Procedure:
   1. Song: "Side by Side"

Oh, we haven't got a barrel of money
We might be ragged and funny
But we're traveling along, singing a song,
Side by side.

Oh, we haven't got food for tomorrow
We might have trouble and sorrow
But we're traveling the road, sharing our load,
Side by side.

Through all kinds of weather
What if the sky should fall.
Just as long as we're together
It really doesn't matter at all.

We've got our friends and our neighbors
We've got the rain and the sunshine
And we'll travel along, singing a song
Side by side.

2. Present narrative and ask comprehension questions.

3. Narrative:

The girls wanted to make doughnuts one afternoon. Elnora's mother had free time on Saturday afternoon. She would help them.

We've got flour, We've got some butter. We've got to have some baking powder. We've got to have some sugar. We've got to have some cooking oil, too. And we've got to go to the neighbor's. We've got to borrow a big flat pot.

   a. What did the girls want to make?
   b. Who was going to teach them how?
   c. What things did Mother have?
   d. What things did she need?

4. Reading: Use passage above.

5. Writing:
   61. Rewrite the passage. Change we've got to to we must.
   62. Rewrite the passage. Combine the last two sentences. Eliminate we've got from the last one.
   63. Combine sentences 2 and 3. Use who.

ACHIEVEMENT TEST: BOOK TEN, Unit V

Structure to be tested: we've got (possession)
we've got to (must)

Items required:
1) Pencil, and paper numbered from 1-12 for each pupil.
2) Write "We've got" and "We've got to" on the board.
3) Write the test-item sentences on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to show them some sentences and will read over the sentences with them. The sentences have blanks that they are to fill in with either "We've got" or "We've got to", whichever would be correct.

Examples: __________ three children.
Answer: We've got

__________ meet the President.
Answer: We've got to

Test-items:

1. __________ some friends in Kusaie.
2. __________ visit our friends in Kusaie.
3. __________ prepare plenty of food.
4. __________ plenty of food.
5. __________ a home in Kolonia.
6. __________ paint our house in Kolonia.
7. __________ a test in Science today.
8. __________ study for our science test.
9. __________ pigs and chickens.
10. __________ feed the pigs and chickens.
11. __________ make an appointment with the doctor.
12. __________ an appointment with the doctor.

Scoring: Each student can receive 12 points.

Listening Comprehension Narrative:

HOW MOTIGTIG FISHED UP FAIS ISLAND

The island of Fais, which lies east of Yap, was once entirely under water. No one had heard of it except a woman named Lorob. Lorob, who was supposed to have magic power, had come from that land under the sea.

Lorob had three sons. Motigtig, the youngest, was clever and industrious. Motal and Moronrang who were older were lazy. They often took the food that was Motigtig's. Sometimes they let him do their work while they played.

When they needed food, Lorob went to get it. She always went alone.

One day Motigtig followed his mother. When she went to the shore, he watched her. He watched carefully while she counted the waves. After four waves Lorob dived into the sea. Motigtig did exactly as she did and he reached the beautiful island which was his mother's birthplace.

When he returned, his mother was waiting for him. While he had followed her, she had been watching him. Lorob told Motigtig that she would soon die. When she died, she wanted to be buried in the sea. Motigtig did as she wished.

When Lorob died, the boys had to get their own food. Lorob wouldn't gather their food anymore. But Motal and Moronrang were still lazy. The boys often went out on a canoe. The two older brothers just sat while Motigtig fished. One day Motigtig fished up a very large banana. When his two brothers saw it, they ate it immediately. Another day he fished up a bundle of coconuts which the two older brothers gulped down.

And then one day the hook caught on the roots of a tree way at the bottom of the ocean. Motal and Moronrang watched while Motigtig pulled. Motigtig pulled harder and harder.

Just when he was about to give up, a whole island popped out of the water. "New land," shouted Motal, who was the oldest. "It's mine! I claim it for myself."

Suddenly there was a huge earthquake. The voice of Lorob said, "This land belongs to Motigtig."

So Motigtig who had fished up the island became the chief. The fish hook which he had used, he always kept in his house. When he died, it was put in the tabu house.

Structures Previously Taught to be Reviewed in this Lesson:

often, sometimes, who, which, that, while, when

New for Recognition: had, supposed to

BOOK TEN, Unit VI

Listening Comprehension Narrative: (continued)

Suggested Comprehension Questions:

1. In what district is the island of Fais?
2. Where was Lorob from?
3. Who was the industrious son?
4. Were Motal and Moronrang very hardworking?
5. Who went to gather food?
6. Where did she get the food?
7. Where did Lorob want to be buried?
8. Which son do you think Lorob liked the best?
9. What did Motigtig fish up first?
10. What did he fish up next?
11. What happened to the banana and the coconuts?
12. What did Motigtig fish up the third time?
13. Whose island was Fais according to Lorob?

BOOK TEN, Unit VI

Lesson 1

A. Aim of Lesson: To review the use of while.

B. Preparation Needed: Practice narrative with pictures.
Practice short narrative.
Action Pictures for Pattern Practice.

C. Procedure:

1. Song: "Pearly Shells"

2. Present narrative and ask comprehension questions.

3. Additional Comprehension Questions:

   a. One day Motigtig followed his mother. What did he do while she counted the waves?
   b. What was Lorob doing while he followed her to the land under the sea?
   c. What did his two brothers do while Motigtig fished?
   d. While Motigtig lived, where was the fish hook kept?

4. Pronunciation Practice: /s/ - /z/

Rhyme:
I wish I had an ocean ship,
A luxury ship for leisure.
I'd make a-round-the-world trip
Shouldn't that be quite a pleasure?

5. Narrative:

One day Motigtig followed Lorob. He watched carefully while she counted the waves. He dived in after the fourth wave just as she had done. While she swam to the land under the sea, he followed her. While he swam after her, she watched him.

   a. What did Motigtig do while Lorob counted the waves?
   b. What did he do while she swam to the land under the sea?
   c. What did Lorob do while Motigtig followed her?

6. Have class repeat narrative line by line following teacher's model.

7. Pattern Practice:

Motigtig watched carefully. Lorob counted the waves.	Motigtig watched carefully while Lorob counted the waves.

Lesson 1 (continued)

Lorob swam to the land under the sea. Motigtig followed her.	While Lorob swam to the land under the sea, Motigtig followed her.
Motigtig swam after Lorob. She watched him.	While Motigtig followed Lorob, she watched him.

(Cue the following with action pictures.)

sweep the floor erase the board	I'll sweep the floor while you erase the board.
wash the dishes wash the clothes	I'll wash the dishes while you wash the clothes.

etc.

8. Reading:

One day Motigtig followed Lorob. He watched carefully. Lorob counted the waves. He dived in after the fourth wave as she had done. She swam to the land under the sea. He followed her. He swam after her. She watched him.

9. Writing:

Rewrite the paragraph. Combine sentences 2 and 3, 5 and 6, 7 and 8. Use while.

BOOK TEN, Unit VI

Lesson 2

A. Aim of Lesson: To review the use of when.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: Teach, "I Wish I Were".

   I wish I were a pirate on the sea.
   I wish I were a pirate on the sea.
   I would sail to the land of treasure with pleasure.
   I wish I were a pirate on the sea.

2. Present narrative and ask comprehension questions.

3. Additional comprehension questions:

   a. When did Lorob go to get food?
   b. What did Motigtig do one day when Lorob went to the shore?
   c. What was Lorob doing when Motigtig returned from the land under the sea?
   d. When Lorob died, who got food for the boys?
   e. What did the two older boys do when Motigtig fished up a big banana?
   f. When Motigtig was ready to give up pulling, what popped out of the water?
   g. Where was the fish hook placed when Motigtig died?

4. Narrative:

   One day when Lorob went to get food, Motigtig followed her. When she went to the shore he watched her carefully. He followed her to the land under the sea. When he returned to shore his mother was waiting for him.

   a. What did Motigtig do one day when Lorob went to get food?
   b. What did he do when she went to the shore?
   c. Who was waiting for him when he returned to the shore?

5. Have class repeat narrative line by line following teacher's model.

6. Pattern Practice:

She died. They buried her in the sea.	When she died, they buried her in the sea.

Lesson 2 (continued)

I'm thirsty. I drink water.	When I'm thirsty I drink water.
I'm hungry. I eat anything.	When I'm hungry I eat anything.
It rains. Use an umbrella.	When it rains I use an umbrella.
I'm cold. I wear a jacket.	When I'm cold I wear a jacket.
I'm dirty. I take a bath.	When I'm dirty I take a bath.
I'm sad. I cry.	When I'm sad I cry.
I'm happy. I sing.	When I'm happy I sing.
I go to Kolonia. I see many cars.	When I go to Kolonia I see many cars.
I'm scolded. I pout.	When I'm scolded I pout.
Mother's sick. I cook supper.	When mother's sick I cook supper.
Dad goes fishing. I go with him.	When dad goes fishing, I go with him.

7. Reading:

One day Lorob went to get food. Motigtig followed her. She went to the seashore. He watched her carefully. He followed her to the land under the sea. He returned to the shore. His mother was waiting for him.

8. Writing:

Rewrite the paragraph. Combine sentences 1 and 2, 3 and 4, 6 and 7. Use when.

BOOK TEN, Unit VI

Lesson 3

A. Aim of Lesson: To review the use of the relative pronoun who.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "I Wish I Were"

2. Present narrative and ask comprehension questions.

3. Pronunciation Practice: Use rhyme from Lesson 1.

4. Narrative:

Lorob, who was a woman with magical powers, came from the land under the sea. She had three sons. Motal and Moronrang, who were older, were very lazy. Motigtig, who was the youngest, was very industrious. Lorob liked best her youngest son Motigtig, who was a very hard worker.

a. What kind of woman was Lorob?
b. Who were the lazy boys?
c. Who was the most industrious?
d. Whom did Lorob love most? Why?

5. Pattern Practice:

Motigtig was the youngest son. He was very industrious.	Motigtig, who was the youngest son, was very industrious.
Lorob came from the land under the sea. She had magical powers.	Lorob, who came from the land under the sea, had magical powers.
The ladies came from the Phillipines. They're Girl Scout leaders.	The ladies, who came from the Phillipines, are Girl Scout leaders.
Those boys are from Kiti. They're good runners.	Those boys who are from Kiti are very good runners.
Motal was the oldest son. He was very lazy.	Motal, who was the oldest son, was very lazy.
The girls were from Mokil. They sang beautifully.	The girls, who were from Mokil, sang beautifully.

Lesson 3 (continued)

The men are fixing the trucks. They're mechanics.	The men who are fixing the trucks are mechanics.
The children are playing in the rain. They're my brothers.	The children who are playing in the rain are my brothers.

6. Reading:

Lorob was a woman with magical powers. She came from the land under the sea. She had three sons. Motal and Moronrang were older. They were very lazy. Motigtig was the youngest. He was very industrious. Lorob liked best her youngest son Motigtig. He was a very hard worker.

7. Writing:

Rewrite the passage. Combine sentences 1 and 2, 4 and 5, 6 and 7, 8 and 9 Use who.

BOOK TEN, Unit VI

Lesson 4

A. Aim of Lesson: To review the use of the relative pronoun *which* and *that*.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Pearly Shells"

2. Present narrative and ask comprehension questions.

3. Narrative:

The island of Fais, which lies east of Yap, was once entirely under water. Lorob often went to the beautiful island which was her home.

One day Motigtig fished up the island which was under the water. The land that was his mother's home became his island. The fish hook of bone that he used was always kept in a safe place.

a. Where is the island of Fais?
b. Was the island always above the water?
c. Where did Lorob often go?
d. Who fished up the island?
e. Whose home was on Fais island?

4. Pronunciation Practice:

a. Song: "I Wish I Were a Pirate"

b. Pronunciation rhyme from Lesson 1.

5. Pattern Practice:

a. The island of Fais lies east of Yap. It was once entirely under water.	The island of Fais which lies east of Yap was once entirely under water.
Lorob often went to the island. It was her home.	Lorob often went to the island which was her home.
Motigtig fished up the island. It was under water.	Motigtig fished up the island which was under water.

Lesson 4 (continued)

	This pen was once my grandfather's. It's mine.	This pen which was once my grandfather's is mine.
	The rocking chair was President Kennedy's. It's famous.	The rocking chair which was President Kennedy's is famous.
b.	Father took the flashlight. It was on the shelf.	Father took the flashlight that was on the shelf.
	I like the dress. The girl has it on.	I like the dress that the girl has on.
	The letter arrived yesterday. It told us you were coming.	The letter that arrived yesterday told us you were coming.

6. Reading:

The island of Fais lies east of Yap. It was once entirely under water. Lorob often went to the beautiful island. It was her home.

One day Motigtig fished up the island. It was under the water. The land was his mother's home. It became his island. The fish hook was kept in a safe place. He used it to fish up the island.

7. Writing:

Rewrite the passage. Combine sentences 1 and 2, 3 and 4, and 5 and 6. Use which. Combine sentences 7 and 8, and 9 and 10. Use that.

Lesson 5

A. Aim of Lesson: To review the use of often and sometimes.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "I Wish I Were"

2. Present listening comprehension narrative and ask comprehension questions.

3. Pronunciation Practice: Use rhyme from Lesson 1.

4. Narrative:

   After Lorob died, the boys had to get their own food. Sometimes they all went out fishing. Often Motigtig fished by himself.

   Often the older boys would eat all the food. Sometimes Motigtig had no food to eat so he would have to go fishing twice a day.

5. Pattern Practice:
   Chain drills:

   a. Have children tell one thing that they do often on weekends.

      A: I often go to the movies.
      What do you do?
      B: I often go to the river.
      What do you do?
      etc.

   b. Have children tell one thing that they do sometimes.

      A: Sometimes I visit my relatives in Sokehs.

6. Reading: Use passage from Reading in Lesson 4.

7. Writing: Have children write two things they do often and two things they do sometimes.

ACHIEVEMENT TESTS: BOOK TEN, Unit VI

Test A

Structures to be tested: often, sometimes, while, when, who, which, that

Items required:
1) Randomized list of students.
2) Write the words (above) on flashcards.
3) Write these phrases in a column on the board.

came to visit
saw the shadow
go fishing
owned a carabao
like to sleep
was making a net
was working

Instructions:

Tell the students that you are going to hold up a flashcard. After they have had a moment to look at it, you will call on an individual to make up a sentence using that word in a phrase plus a phrase from the column on the board.

Note: The length of the sentence does not matter; however, the students should be encouraged to use introductory phrases, relative phrases, etc. Simple sentences, such as "Sometimes I go fishing," are correct, but you should encourage the students to create more complex sentences.

Example: When it gets hot, I like to sleep.
My teacher is the person who came to visit us.

If you feel that your class is advanced enough in reading and writing skills, you may want to test them on paper, rather than orally.

Scoring:

Each student can receive 1 point for creating a completely correct sentence.

If you test the class on paper, each student can receive the same number of points as there are sentences.

ACHIEVEMENT TESTS: BOOK TEN, Unit VI

Test B

Structure to be tested: /š/ and /ž/

Items required: 1) Randomized list of students.
2) Write the test-items sentences on the board.

Instructions:

Show the students the sentences written on the board, and go over them orally. Tell the students that you are going to call on individuals to read a certain sentence. You are listening to how well they can pronounce the words.

Note: The /š/ and /ž/-sounds are underlined, so that the teacher can pay close attention to the students' pronunciation of these sounds.

Test-items:

1. She wore rouge.
2. The treasure was on the shore.
3. He measured our share.
4. The shell was azure.
5. The physician closed the incision.
6. I am sure of the decision.
7. He knows how to do short division.

Scoring:

Each student can receive 2 points; i.e., 1 for the /š/-sound and 1 for the /ž/-sound.

BOOK TEN, Unit VII

Listening Comprehension Narrative

Miss Mouse was so beautiful that her parents wanted only the best for her. They decided that she should get married but they wanted only the best being in the world for her husband. So they set out in search of a good husband for her. Someone told them that the Sun was the best being in the world. So they went first to the Sun.

"Oh, Sun," they said, "we want the best being in the world to marry our daughter. Will you marry her?"

The Sun said, "I would be very happy to marry your beautiful daughter, but I am not the best being in the world. I may be good, but the Rain is better. I have been driven from the sky many times by the Rain."

"Sorry," said Mr. and Mrs. Mouse, "but we want only the best being in the world to marry our daughter. You're good but the Rain is better."

So Mr. and Mrs. Mouse went to the Rain. "Oh, Rain," they said, "we want the best being in the world to marry our daughter. Will you marry her?"

"I would be very glad to," said the Rain, "but I'm not the best being in the world. I may be good, but the Wind is better. Rain Clouds have always been driven from the sky by the Wind."

"Sorry," said Mr. and Mrs. Mouse, "but we want only the best being to marry our daughter. You're good but the Wind is better."

So Mr. and Mrs. Mouse went to see the Wind. "Oh, Wind," they said, "we want the best being in the world to marry our daughter. Will you marry her?"

"I would be pleased to marry her," the Wind said, "but I'm not the best being in the world. I may be good, but the Mountain is better. I have never been able to blow him away. He has always stood in my way."

"Sorry," said Mr. and Mrs. Mouse, "but we want only the best being to marry our daughter. You're good but the Mountain is better," and away they went to see the Mountain.

"Oh, Mountain," they said, "we want the best being in the world to marry our daughter. Will you marry her?"

"I would be thrilled to marry her," the Mountain said, "but I'm not the best being in the world. I may be good but the Bull is even better than I am. Every evening he comes to sharpen his horns against me. He has been breaking off my slope and I can do nothing to stop him."

"Sorry," said Mr. and Mrs. Mouse, "but we want only the best being to marry our daughter. You're good but the Bull is better."

So Mr. and Mrs. Mouse went to see the Bull. "Oh, Bull," they said, "we want the best being in the world to marry our daughter. Will you marry her?"

"I will be glad to marry your daughter," said the Bull. "But I'm not the best being in the world. I may be good, but the Rope is better. I have to turn to the right and left as the Rope orders me."

Listening Comprehension Narrative (continued)

"Sorry," said Mr. and Mrs. Mouse, "but we want only the best being to marry our daughter. You're good, but the Rope is better."

And Mr. and Mrs. Mouse went to see the Rope. "Oh, Rope," they said. "We want the best being in the world to marry our daughter. Will you marry her?"

"I will be overjoyed to marry her," the Rope said. "But I'm not the best being in the world. I may be good but the Mouse is better. The Mouse lives in the cow shed. Every night he gnaws at me and I can do nothing to stop him."

"Sorry," said Mr. and Mrs. Mouse, "but we want only the best being to marry our daughter. You're good but the Mouse is better."

So Mr. and Mrs. Mouse went to the cow shed where the Mouse lived. "Oh, Mouse, we want the best being in the world to marry our daughter. Will you marry her?"

"I will be very happy to marry your daughter," said the Mouse. So a bridegroom was finally found for Miss Mouse. He was a fine handsome fellow and a good husband for Miss Mouse.

Structures previously taught: happy to, glad to
Will you marry her?

New for production: good, better, best

New for recognition: have been, has been

Suggested comprehension questions for narrative:

1. What were Mr. and Mrs. Mouse looking for?
2. Was Miss Mouse pretty?
3. Who did the Sun say was better than he?
4. Who did Mr. and Mrs. Mouse ask to marry their daughter?
5. Who was better than the Rope?
6. Who was better than the Wind?
7. Where did the bridegroom live?
8. What did he do to the rope?
9. Do you think they found a good husband for Miss Mouse?
10. Was he handsome?

BOOK TEN, Unit VII

Lesson 1

A. Aim of Lesson: To teach the use of the word good.

B. Preparation Needed: Practice narrative with pictures.
Practice dialog and pronunciation practice.

C. Procedure:

1. Song: "Jamaica Farewell" (be careful of /ey/ sound)
2. Present narrative and ask comprehension questions.
3. Narrative and dialog:

Mr. and Mrs. Mouse had only one child. She was very beautiful. They wanted a good husband for her.

Mr. Mouse: We must find our daughter a good husband.

Mrs. Mouse: Where do we find this good husband?

Mr. Mouse: We will search all over the world for him.

Mrs. Mouse: I hope we can find one good enough.

   a. How many children did Mr. and Mrs. Mouse have?
   b. Was Miss Mouse pretty?
   c. What were Mr. and Mrs. Mouse looking for?
   d. Where were they going to look?

4. Teach the dialog.
5. Pronunciation Practice: /ts/ - /č/

Anita: Have you watched cats catch rats?

Sister: No, but I've watched cats chase bats.

6. Pattern Drill:

We must find Minnie a good husband.
dress
handbag
home
hat
man
radio
watch
etc.

Lesson 1 (continued)

7. Reading:

Mr. and Mrs. Mouse had only one child. They wanted only the best for her. They said, "We've got clothes for her. We've got a home for her. Now we've got to find a husband for her. Someone says the Sun will be a husband for her. He lives up in the sky."

8. Writing:

62. Combine sentences 3 and 4. Use and. Eliminate We've got and for her from sentence 4.

63. Combine the last two sentences. Use who.

64. Add the word good in the appropriate place in sentences 3, 4, 5, and 6.

BOOK TEN, Unit VII

Lesson 2

A. Aim of Lesson: To teach the use of the word better.

B. Preparation Needed: Practice dialog for pronunciation.
Practice saying the short narrative.

C. Procedure:

1. Dialog for pronunciation:

Anita : Let's watch the bats tonight.

Sister: Let's catch them.

Anita : That's hard to do.

2. Present narrative and ask comprehension questions.

3. Narrative: (have children repeat narrative the second time)

Mr. and Mrs. Mouse went first to the Sun. The Sun said the Rain was better. The Rain said the Wind was better. The Wind said the Mountain was better. The Mountain said the Bull was better. The Bull said the Rope was better. The Rope said the Mouse was better.

4. Pattern Practice:

a. Substitution Drill: Cue with pictures.

Who was better than the Sun?
the Rain
the Wind
the Mountain
the Bull
the Rope

b. Response Drill:

Who was better than the Sun?	The Rain was better
the Rain	The Wind than the Sun.
the Wind	The Mountain
the Mountain	The Bull
the Bull	The Rope
the Rope	The Mouse

c. Chain Drill:

I like mangoes better than bananas.
I like ice cream better than mangoes.
I like coke better than ice cream.
etc.

Lesson 2 (continued)

5. Reading:

Mr. and Mrs. Mouse looked for a husband for their beautiful daughter. They went first to the Sun. He lived up in the sky. Then they went to the Rain and the Wind.

The Sun said he was good. The Rain said he was good, too. The Wind said he, also, was good.

6. Writing:

63. Combine sentences 2 and 3. Use who.

64. Add the word good in the appropriate place in sentence 1.

65. Add the sentence "But", he said, "the Rain is better than me." after sentence 5. Add similar sentences 6 and 7.

BOOK TEN, Unit VII

Lesson 3

A. Aim of Lesson: To practice the use of good and better.

B. Preparation Needed: Practice minimal pairs for pronunciation.
Practice dialog.

C. Procedure:

1. Have children practice dialog for pronunciation. Then drill with the following minimal pairs.

   cats-catch bats-batch hats-hatch what's-watch

2. Present narrative and ask comprehension questions.

3. Dialog:

   Mr. and Mrs. Mouse: Oh, Sun, will you marry our daughter?
   Sun : I'm good, but the Rain is better.
   Mr. and Mrs. Mouse: Oh, Rain, will you marry our daughter?
   Rain : I'm good, but the Wind is better.
   Mr. and Mrs. Mouse: Oh, Wind, will you marry our daughter?
   Wind : I'm good, but the Mountain is better.
   Mr. and Mrs. Mouse: Oh, Mountain, will you marry our daughter?
   Mountain : I'm good, but the Bull is better.
   Mr. and Mrs. Mouse: Oh, Bull, will you marry our daughter?
   Bull : I'm good, but the Rope is better.
   Mr. and Mrs. Mouse: Oh, Rope, will you marry our daughter?
   Rope : I'm good, but the Mouse is better.
   Mr. and Mrs. Mouse: Oh, Mouse, will you marry our daughter?
   Mouse : Yes, I will be glad to.

Lesson 3 (continued)

4. Pattern Practice:
Chain drill:

Fish is good, but chicken is better.
Water is good, but milk is better.
etc.

5. Reading:

Mr. and Mrs. Mouse continued searching for a husband for Miss Mouse. The Wind said he was good. The Mountain said he was good, too. And the Bull said he was good, also.

6. Writing:

64. Rewrite the paragraph. Add the word good in the appropriate place in sentence 1.

65. Rewrite the paragraph. After sentence 2, add the sentence "But," he said, "the Mountain is better than me." Add similar sentences after sentences 3 and 4.

66. Rewrite the paragraph. Change sentences 2, 3, and 4 to the negative. Replace too and also with either.

BOOK TEN, Unit VII

Lesson 4

A. Aim of Lesson: To teach the use of the word best.
To review the use of better and best.

B. Preparation Needed: Practice the narrative and dialog.

C. Procedure:

1. Song: "The Happy Wanderer"

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

Mr. and Mrs. Mouse wanted only the best being in the world to marry their daughter. Someone told them the Sun was the best being in the world. So they asked the Sun to marry their daughter.

The Sun said : "I'm good, but I'm not the best. The Rain's better."

The Rain said: "I'm not the best. I'm good but the Wind's better!"

The Wind said: "I'm good, but I'm not the best. The Mountain's better."

The Mountain said: "I'm good, but I'm not the best. The Bull's better."

The Bull said : "I'm good, but I'm not the best. The Rope's better."

4. Pattern Practice: (Cue with pictures.)

a. The Sun wasn't the best husband for Miss Mouse.
Rain
Wind
Mountain
Bull
Rope

b. Was the Sun the best husband for Miss Mouse? Rain Wind Mountain Bull Rope	No, he wasn't. The Mouse was the best husband for Miss Mouse.

Lesson 4 (continued)

5. Reading:

Mr. and Mrs. Mouse asked the Mountain if he would marry their daughter. "I'm good," the Mountain said, "I'm better than the Wind. But I'm not the best being in the world."

The Bull said he was good, too. And the Rope said he was good also. But the Mouse was the best.

6. Writing:

65. Rewrite the passage. After sentence 3, add a sentence beginning with "The Bull -----." Use the word better in the sentence.

66. Rewrite the second paragraph. Change the second paragraph to the negative. Replace too and also with either.

67. Rewrite paragraph one. Change sentence 3 to the affirmative. Eliminate But.

BOOK TEN, Unit VII

Lesson 5

A. Aim of Lesson: To review the use of good, better, and best.

B. Preparation Needed: Practice the sentences for Pattern Practice.

C. Procedure:

1. Song: "The Happy Wanderer"

2. Present listening comprehension narrative. Have children play the different roles and act out the story.

3. Pattern Practice:

a. Combination Drill:

The breadfruit is ripe. It's good.	The ripe breadfruit is good.
The bananas are ripe. They're good.	The ripe bananas are good.
The book is new. It's good.	The new book is good.
The zoris were old. They were good.	The old zoris were good.
The water is cold. It feels good.	The cold water feels good.

b. Use pictures of two items colored differently.

The red house is better than the green one.

black dog	white
red umbrella	blue
blue pencil	red
etc.	etc.

c. Have pictures of items in groups of threes.

Of the three, I like ice cream best.
Of the three, I like coke best.
etc.

d. Of all the fruits, I like __________ the best.
vegetables
animals
subjects

Lesson 5 (continued)

4. Reading:

Karlos likes bananas. He thinks they're good. He likes mangoes even better than bananas. If there are bananas and mangoes, he will choose the mangoes. But he likes watermelon best of all. If there is a table full of fruits, he will choose to eat the watermelon.

Does Karlos like bananas?
Which does he like better, bananas or mangoes?
bananas or watermelon?
mangoes or watermelon
Which fruit does Karlos like best of all?
Do you like watermelon?
What fruit do you like best?

5. Writing: Fill in the blanks with good, better, or best.

a. Karlos thinks mangoes taste ____________.

b. Karlos thinks bananas taste ____________, too.

c. He likes mangoes ____________ than bananas.

d. He likes watermelon ___________ than mangoes.

e. Of all the fruits, he likes watermelon _______________.

f. Of the three fruits (watermelon, mangoes, and bananas) he likes watermelon _________________.

ACHIEVEMENT TESTS: BOOK TEN, Unit VII

Test A

Structure to be tested: /ts/ and /č/

Items required:
1) Randomized list of students
2) Flashcards of these 4 words:
   bats batch watts watch
3) Pencil, and paper numbered 1-10 for each pupil.

Instructions:

Part I: Tell the students that you are going to say some word pairs. Some will have the /ts/ sound and others will have the /č/ sound. If the two words sound alike, they are to mark "S" for "same"; if the two words sound different, they are to mark "D".

Examples:
wits - wits S
witch - wits D
mats - match D
match - match S

Test-items:

1. eats - each D
2. catch - cats D
3. bats - bats S
4. watch - watch S
5. hats - hatch D
6. each - each S
7. huts - hutch D
8. cats - cats S
9. watts - watch D
10. mutts - much D

Part II: Tell the students that you are going to show them some words on flashcards. After you have gone over them with the class, call on individuals to pronounce the words. Listen carefully that each student makes a clear distinction between /ts/ and /č/.

Scoring: Part I, each student can receive 10 possible points; Part II, each student can receive 1 point.

ACHIEVEMENT TESTS: BOOK TEN, Unit VII

Test B

Structure to be tested: good, better, best

Items required:
1) Pencil, and paper numbered 1-8 for each pupil.
2) Write the test-items on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to show them some sentences that have blanks. After you read over them with the class, they are to fill in the blanks with good, better, or best.

Examples: John is a ________ boy. (good)
John is a good boy, but Peter is ________. (better)
Of John, Peter, and Mathew, I like Mathew the _____. (best)

Test-items:

1. It was a _______ movie. (good)
2. But I liked the one last week ______. (better)
3. The three girls from Kiti are the ________ runners. (best)
4. But Lena is ______ than Darsi. (better)
5. I like yams ________ than taro. (better)
6. They're ________ food. (good)
7. Which is ________, Xavier High School or Mispah High School? (better)
8. I don't know, but I like PICS ______. (best)

Scoring:

Each student can receive 8 possible points.

4

BOOK TEN, Unit VIII

Listening Comprehension Narrative

ATALANTA AND THE GOLDEN APPLES

Once long ago, there lived a beautiful maiden in Greece. She could run very fast. She ran faster than the wind. She ran faster than the deer. She was the fastest runner on earth.

Atalanta was her name. Because she was so beautiful, many men wanted to marry her. She said she would marry the man who could beat her in a race. Many men raced with her but they lost.

A handsome man named Hippomenes heard about Atalanta and decided to challenge her. He had seen how beautiful she was. He had heard how fast she could run. He had seen her beat the other men. He knew he had to think of a trick to beat her.

His friends told him, "Do not race with her. Many men have raced her. They have lost and they have died. If you lose, you will die, too."

"Don't worry about me," Hippomenes told them.

He went to the goddess Venus for help. "If I could get some golden apples from Venus, I could win," he thought. He had gone to Venus before. He had seen the golden apples in her garden. He had tasted them and they were delicious. He asked Venus for three of these apples.

Thousands of people came to watch the race. At a signal, Hippomenes and Atalanta began running. Atalanta started to pass Hippomenes. Hippomenes saw this and he threw one of the apples before her. The shiny apple caught Atalanta's eyes and she stopped to pick it up. Hippomenes ran ahead.

But Atalanta was so fast, she soon caught up with him. When he saw this, Hippomenes threw another apple. Atalanta stopped once again to pick it up.

As Hippomenes neared the finish line, Atalanta was only a step behind him. He threw the last apple in front of her. As she stopped to pick it up, Hippomenes crossed the finish line.

Everyone cheered for Hippomenes. Finally, someone had beaten Atalanta. Atalanta was happy, too. She had lost the race, but she had won a husband. And she had gotten three golden apples, too.

Structures taught previously: adverbs of place
comparative and superlative adjectives

New for recognition: If ......

New for production: had/have seen, heard, tasted, lost, raced, died, beaten, won, gotten

Listening Comprehension Narrative (continued)

Suggested Comprehension Questions:

1. Where did Atalanta live?
2. How fast could she run?
3. Whom did she say she would marry?
4. Did Hippomenes' friends want him to race Atalanta? Why not?
5. Whom did Hippomenes go to for help?
6. What did Venus give him?
7. What color were the apples?
8. How did they taste?
9. What did Hippomenes do with the apples?
10. Who won the race?
11. Was Atalanta sorry she lost?
12. What has she won, even if she lost the race?
13. Could Atalanta have won the race?
14. Do you think she wanted to win the race?
15. Did Hippomenes marry Atalanta?

BOOK TEN, Unit VIII

Lesson 1

A. Aim of Lesson: Review comparative and superlative adjectives.

B. Preparation Needed: Pictures for narrative.
Practice dialog and pronunciation practice.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Pronunciation Practice: /b/ - /v/

Siter: I love to bake bread.

Rosen: I love to eat bread but I don't know how to bake bread.

Siter: Easy. Just pop them in the oven.

3. Narrative and dialog:

Atalanta was a beautiful maiden. She was a very fast runner. Hippomenes wanted to race with her. His friends didn't want him to race her.

Friend 1: She can run very fast.

Friend 2: She can run faster than the wind.

Friend 1: She can run faster than the deer.

Friend 2: She is the fastest runner in Greece.

Friend 1: She is the fastest runner in the world.

4. Teach the dialog.

5. Pattern Practice:

a. She can run faster than the wind.

Atalanta
Hippomenes
He
Bismark
They

deer
horse
jeep
cat
truck

Lesson 1 (continued)

b. She's the fastest runner in Greece.
on earth
in the world
on Ponape
in Kolonia
in Micronesia
in Saipan
on Mokil
in Truk

6. Reading:

Atalanta lived in Greece. She was very beautiful. Hippomenes wanted her for his wife.

Atalanta was a fast runner. She could run faster than the wind. She was the fastest runner on earth.

She didn't want a husband who couldn't run very fast. She didn't want a husband who couldn't run faster than her. She didn't want a husband who wasn't the fastest runner in Greece.

7. Writing:

66. Rewrite the first two paragraphs. Change both paragraphs to the negative.

67. Rewrite the third paragraph. Change the paragraph to the affirmative.

68. Rewrite all three paragraphs. Change on earth and in Greece to in the world.

Lesson 2

A. Aim of Lesson: To teach the use of she had heard/seen

B. Preparation Needed: Pictures for narrative.
Practice short narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Pronunciation Practice: See Lesson 1.

3. Narrative:

Hippomenes had heard about Atalanta. He had heard that she was very beautiful. He had heard that she could run very fast.

And then one day, he had seen Atalanta. He had seen how beautiful she was. He had seen her run. He had seen how fast she could run.

a. Who had Hippomenes heard about?
b. What had he heard about her?
c. Who did Hippomenes see one day?
d. What did he see?

4. Pattern Practice:

a. Students repeat narrative line by line after teacher.

b. Have students answer these questions in full sentences.
(1) Who had heard about Atalanta?
(2) What had he heard about her?
(3) Who had seen Atalanta one day?
(4) What had he seen?

5. Reading:

Hippomenes hears about Atalanta. He hears how beautiful she is. He hears that she can run very fast.

And then one day, Hippomenes sees Atalanta. He sees how beautiful she is. He sees how fast she can run.

6. Writing:
69. Rewrite the passage. Change the main verbs to the past tense.
70. Rewrite the passage. Change the verbs to the past perfect tense.
71. Rewrite the passage. Combine sentences 1 and 2; 5 and 6.

BOOK TEN, Unit VIII

Lesson 3

A. Aim of Lesson: To teach the use of had gone/tasted.

B. Preparation Needed: Pictures for narrative.
Practice short narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Narrative:

    Hippomenes went to Venus for help. He had gone to her before. He had seen the golden apples in her garden. He had tasted them. The apples had been delicious. He asked Venus for three of the golden apples.

3. Pattern Practice:

    a. Repeat the narrative line by line after the teacher.

    b. Require full sentence answers to the following questions.

    (1) Who did Hippomenes go to for help?
    (2) Had he gone to her before?
    (3) What had he seen in her garden?
    (4) What had he tasted?
    (5) Had they been delicious?

4. Repeat yesterday's short narrative line by line with pupils.

5. Reading:

    Hippomenes went to Venus for help. He went to her before. He saw the golden apples in the garden. He tasted the apples. The apples were delicious. He asked Venus for three golden apples from her garden.

6. Writing:

    70. Rewrite the passage. Change the verbs in sentences 2, 3, 4, and 5 to the past perfect tense.

    71. Rewrite the passage. Combine sentences 4 and 5. Use them and they instead of the apples.

    72. Rewrite the passage. Change the apples in sentence 4 to them. Change the apples in sentence 5 to they.

BOOK TEN, Unit VIII

Lesson 4

A. Aim of Lesson: To teach the use of he had beaten/lost/won/gotten

B. Preparation Needed: Pictures for narrative.
Practice short narrative.

C. Procedure:

1. Pronunciation Practice: Use dialog from Lesson 1.

2. Present narrative and ask comprehension questions.

3. Narrative:

   After the race, everyone cheered for Hippomenes. He had beaten Atalanta. Atalanta had lost the race, but she had won a husband. She had gotten three golden apples, too. Atalanta was very happy.

4. Pattern Practice:

   a. Repeat narrative line by line after teacher.

   b. Have students give full sentence response to these questions.

      (1) Who had beaten Atalanta?
      (2) Who had won the race?
      (3) Who had lost the race?
      (4) Who had gotten three golden apples?
      (5) Who was very happy?

5. Repeat narrative from yesterday line by line.

6. Reading:

   Everyone cheered for Hippomenes. He beat Atalanta. Atalanta lost the race. She won a husband. She got three golden apples. too. Atalanta was very happy.

7. Writing:

   70. Rewrite the paragraph. Change the verbs in sentences 2, 3, 4, and 5 to the past perfect tense.

   71. Rewrite the passage. Combine sentences 4 and 5.

   72. Rewrite the passage. Change Atalanta to she in sentences 3 and 6.

BOOK TEN, Unit VIII

Lesson 5

A. Aim of Lesson: To review the use of had ...
To teach the use of have ...

B. Preparation Needed: Pictures for narrative.
Practice short narratives from previous lessons.

C. Procedure:

1. Have children who are able to, tell the narrative in English with the use of pictures.

2. Review short narratives from Lessons 2, 3, and 4. Have students repeat line by line.

3. Have students fill in the blanks with the appropriate words.

Hippomenes ________ ________ about Atalanta. He ______ ______ how beautiful she was. He ________ ________ how fast she could run. He _______ ________ her run faster than the other men.

He asked Venus for help. He _______ _______ the golden apples in her garden. He ______ _______ them and they had been delicious.

Hippomenes won the race. He ________ ________ Atalanta.

Atalanta _______ ________ the race but she _______ _______ a husband. She ______ ________ three golden apples, too.

5. Dialog:

Everyone cheered after the race. The people were happy. Hippomenes and Atalanta were happy, too.

Hippomenes: I have won the race. Now you will be my wife.

Atalanta : You have won the race. I have lost.

Hippomenes: I'm sorry. I had to beat you.

Atalanta : I'm not sorry. I have lost the race, but I have won you.

6. Teach the dialog.

ACHIEVEMENT TESTS: BOOK TEN, Unit VIII

Test A

Structure to be tested: has/have heard, gone, seen, tasted, beaten, lost, won, gotten

Items required:
1) Randomized list of students.
2) Two flashcards: has and have.
3) Eight flashcards: heard, gone, seen, tasted, beaten, lost, won, gotten.
4) Write these phrases on the board:

to the store
the race
about the party
beautiful mwaramwars
the principal
the money
everyone else in the race
different kinds of food

Instructions:

Tell the students that you have two piles of flashcards, one with has and have, and one with heard, gone, seen, tasted, beaten, lost, won, and gotten.

You are going to hold up 1 card from each pile to make a combination such as has heard, have gone, has seen, etc. Then, you are going to call on individuals to make up a sentence using those words plus a phrase from the column on the board. Tell the students that you will give them a moment to look at the words and phrases and then will call on someone to make up a sentence.

Examples:

Teacher: (holds up has and won, to make has won)
John : I hear that the group from Kiti has won the race.
Teacher: (holds up have and seen, to make have seen)
Marla : They have seen the money in the box.

Scoring:

Each student can receive 1 possible point for making a completely correct statement.

ACHIEVEMENT TESTS: BOOK TEN, Unit VIII

Test B

Structure to be tested: /b/ and /v/

Items required:
1) Randomized list of students.
2) Flashcards of these 4 words:
   bale vase savor saber
3) Pencil, and paper numbered 1-10 for each pupil.

Instructions:

Part I: Tell the students that you are going to say some pairs of words, some with the /b/ sound and some with the /v/ sound. If the two words, sound alike, they are to mark "S" for same; if the two words sound different, they are to mark "D" for different.

Examples:		
	very - berry	D
	valet - ballet	D
	berry - berry	S
	ballet - ballet	S

Test-items:

1.	veil - bale	D
2.	mob - mob	S
3.	jive - jive	S
4.	base - vase	D
5.	have it - habit	D
6.	bale - bale	S
7.	savor - saber	D
8.	mauve - mob	D
9.	jibe - jive	D
10.	veil - veil	S

Part II: Tell the students that you are going to hold up some flashcards, and then will call on individuals to pronounce the words on the cards. Go over the cards with the class before beginning the test. Listen carefully for either the /b/ or the /v/ sound.

Scoring: Part I, each student can receive 10 possible points; Part II, each student can receive 1 point.

BOOK TEN, Unit IX

Listening Comprehension Narrative

A HEAVENLY QUARREL

A long time ago in Japan, the sun set one night behind the mountains. It was a beautiful sunset. The oldest man in the village said it was the best sunset he had seen since his birth. He marked the day on his calendar--June 19, 1638.

But the next morning when the rooster crowed, the sun did not rise. The land was dark. For many weeks the earth remained dark. For many weeks there was no light.

The people held a worship service in the temple for Amaterasu, goddess of the sun. "Oh, great shining goddess, where art thou?" they cried. "It has been many weeks since we saw your face. Since June 19, we have had no light. For many weeks we have been in darkness. For many weeks we have suffered from cold. Many plants and animals have died. If we have no sun, we, too, will soon die."

But the sun remained in hiding. She and her brother had quarreled. He had said she was ugly and she had run into the cave. She had remained in hiding since that day. For weeks she sat in the cave and cried.

Five weeks passed. The earth was still dark. Finally, one of the goddesses thought of a plan. She dressed herself like a rooster. She crowed and strutted up and down in front of the cave. Then she began a crazy dance. It was so funny that all the other gods and goddesses roared with laughter. In the cave, Amaterasu could hear them.

The goddess continued her dance for two hours. For two hours everyone laughed. Amaterasu became curious. She peeked her head out of the cave to see what everyone was laughing about. What she saw made her laugh, too. She came out of the cave and joined the others.

As soon as Amaterasu came out of the cave, light flooded the earth. Plants and animals grew again. The sun had come out of hiding. Warmth and cheer returned to the earth. Since that day, the sun has never gone into hiding.

Structures Previously Taught: have/had remained/run/sat/quarreled

New for Production: for many weeks
since June 19
have/had been _____ing

New for Recognition: What she saw made her laugh.

BOOK TEN, Unit IX

Suggested Comprehension Questions:

1. Where does the story take place?
2. What was the date of the glorious sunset?
3. What did the old man in the village say about the sunset?
4. What happened on earth when the sun did not rise?
5. Where did the people go when the sun did not appear for many weeks?
6. Why had the sun gone into hiding in the cave?
7. Why were all the goddesses and gods laughing so hard?
8. Why did the sun come out of hiding?
9. What had the sun been doing in the cave?
10. Has the sun ever gone back into hiding?
11. What would happen if the sun went into hiding tomorrow?

BOOK TEN, Unit IX

Lesson 1

A. Aim of Lesson: Review: have suffered.
Teach : for many weeks.

B. Preparation Needed: Practice narrative with pictures.

C. Procedure:

1. Song: "If I Should Ever Travel"

If I should ever travel,
From Ponape I'd go
To Palau and the Marianas;
Those lands I'd like to know.

The Truk atolls I'd visit
And Yap and Majuro.
Through all of Micronesia
From isle to isle I'd go.

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

When the sun did not appear, people went to the temple to pray. They offered prayers to Amaterasu, the sun goddess.

Priest 1: Oh goddess of the sun, where are you?

Priest 2: For many weeks we have been in darkness.

Priest 1: We have suffered from the cold for many weeks.

Priest 2: Many plants and animals have died.

Priest 1: Please help us or we, too, will die.

a. Who did the people offer prayers to?
b. What did they say in their prayers?
c. Where did the people pray?
d. Did many people die?

4. Teach the dialog.

Lesson 1 (continued)

5. Pattern Practice:

a. For many weeks we have been in darkness.

months	you
days	I
hours	we
	they

b. We have suffered from the cold for many weeks.

hunger	days
the heat	months
floods	hours
lack of rain	

5. Reading:

The people went to the temple of Amaterasu, the sun goddess. They offered prayers.

The people said it was dark on earth. The people said it was cold on earth. They said many animals and plants have died.

The people asked Amaterasu to help them.

6. Writing:

71. Rewrite the passage. Combine sentences 1 and 2; 3 and 4.

72. Rewrite the passage. Change the people to they in sentences 3, 4, and 6.

73. Rewrite the passage. Eliminate the people said from sentences 3, 4, and 6 and they said from sentence 5. Change the verbs to the past perfect tense.

BOOK TEN, Unit IX

Lesson 2

A. Aim of Lesson: To review use of had.
To continue practicing the use of for many weeks.

B. Preparation Needed: Pictures for narrative.
Practice pronunciation dialog.

C. Procedure:

1. Pronunciation Practice:
   A: What happened to your toe?
   B: I tripped on it.
   A: Doing what?
   B: Trying to stop a drip in the faucet.

2. Present narrative and ask comprehension questions.

3. Narrative:

   Amaterasu and her brother had quarreled. He had said she was ugly. Amaterasu had run into the cave. She had barred the opening to the cave. She had remained in the cave for many weeks. She had sat and cried for many weeks.

   a. Who had Amaterasu quarreled with?
   b. What had he told her?
   c. Where had she gone to hide?
   d. How long had she been in the cave?
   e. What was she doing in the cave?

4. Pattern Practice:
   a. Have students repeat the narrative line by line after the teacher.
   b. Transformation Drill -- statement to question.

Amaterasu and her brother had quarreled.	Had Amaterasu and her brother quarreled ?
He had said she was ugly.	Had he said she was ugly?
etc.	

5. Reading:

   Amaterasu and her brother quarreled. He said she was ugly. Amaterasu had run into the cave. She barred the opening to the cave. She remained in the cave for many weeks. She sat and cried for many weeks.

6. Writing:
   73. Rewrite the passage. Change the main verbs to the past perfect tense.
   74. Change all the sentences to questions. List them 1-6 rather than writing them in paragraph form.
   75. Rewrite the passage. Change for many weeks to for many days.

BOOK TEN, Unit IX

Lesson 3

A. Aim of Lesson: To review the use of have suffered.
To teach the use of since June 19;
has been hiding.

B. Preparation Needed: Pictures for narrative.
Practice dialog for pronunciation.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Pronunciation Practice. Repeat dialog from Lesson 2.

3. Narrative and dialog:

The old man said the sunset of June 19th was the best he had ever seen since his birth. Now it was July 20th and the sun had not shone since June 19th. The other gods and goddesses were worried.

God : She has been hiding since the 19th.

Goddess: She has been crying since then, too.

God : She has been sitting in the cave for many weeks.

Goddess: We must get her out. Otherwise, all the living things on earth will die.

a. Which sunset was the best the old man had ever seen?
b. How long has it been since the sun shone?
c. Who was worried?
d. What has Amaterasu been doing for the past month?
e. What will die like the animals and plants if the sun doesn't shine?

4. Pattern Practice:

Response drill: (Cue with flash cards of underlined cues. These will determine whether the response is for or since.)

How long has she been hiding?
crying
ill
gone

Since June 19.
For over a month.
For many weeks.
Since last Thursday.
Since Thursday.
For many days.
For ten hours.
Since last Sunday.

Lesson 3 (continued)

5. Reading:

It was July 23rd. A month had passed since June 19th. A month had passed since the beautiful sunset. The gods and goddesses were worried.

Amaterasu had been hiding since the 19th of June. She had been crying since then. She had been sitting in the cave for many weeks. For many weeks she had been crying.

6. Writing:

74. Change all the sentences in the passage to questions. List them 1-7. Do not write them in paragraph form.

75. Rewrite the passage. Change For many weeks to since June 19th.

76. Rewrite the passage. Change since the 19th of June and since then to for over a month.

BOOK TEN, Unit IX

Lesson 4

A. Aim of Lesson: To continue practicing the use of since and has been.
To teach the use of have been.

B. Preparation Needed: Pictures for narrative.
Practice pattern drill.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Pronunciation Practice. Repeat dialog from Lesson 2.

3. Narrative and dialog:

Since June 19th, the gods and goddesses have been worrying. Amaterasu has been hiding and crying. The gods and goddesses want her to come out from the cave. They called to her.

God : Come out, Amaterasu. You have been hiding and crying for a month.

Goddess: The people on earth have been suffering since you went into the cave.

God : We have been worrying about you, too.

Goddess: Please come out so we can all be happy again.

a. Since when has Amaterasu been hiding?
b. Are the other gods and goddesses worried?
c. For how long has Amaterasu been hiding?
d. Who's suffering while she hides?
e. Who wants Amaterasu to come out of the cave?

4. Pattern Practice: multiple slot (Be sure to use all possible combinations.)

You	have been	hiding	for a	month.
They		crying		week
We		sitting		year
I				day

Lesson 4 (continued)

5. Reading:

Since June 19th, the gods and goddesses have been worrying about Amaterasu. Since June 19th, she has been hiding and crying in the cave.

The gods and goddesses said, "For over a month you have been hiding and crying. For over a month the people on earth have been suffering. For over a month we have been worrying."

6. Writing:

75. Rewrite the passage. Change for many weeks to since a month ago.

76. Rewrite the passage. Change since June 19th to for many weeks.

77. Rewrite the passage. Change you have to you've and we have to we've.

BOOK TEN, Unit IX

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.
2. Pronunciation Practice: Do dialog from Lesson 2.
3. Quickly review narratives and dialogs from Lessons 1 through 4.
4. Read once more the selections from Lessons 1 through 4.
5. Fill in the blanks with for, since, have, or has.

    a. ______ five weeks the goddess ______ been hiding.
    b. ______ a month ago she ______ been crying.
    c. The people ______ been suffering from cold ______ five weeks.
    d. ______ June 19th Amaterasu ______ been sitting in the cave.
    e. ______ June 19th the gods and goddesses ______ been worried.
    f. ______ many weeks the people _____ been offering prayers.
    g. ______ many days they ______ been without light and heat.
    h. There ______ been no sunrises ______ the 19th of June.
    i. The plants and animals ______ been dying.
    j. Amaterasu finally came out of the cave. ______ then, the sun has never gone into hiding.

ACHIEVEMENT TEST: BOOK TEN, Unit IX

Structure to be tested: for, since, has, have.

Items required:
1) Write these four words in a column on the board:
   for since has have
2) Write the test-items on the board but keep them covered, or write them on a large sheet of paper.
3) Paper and pencil for each pupil.

Instructions:

Tell the students that you are going to show them some sentences that have blanks in them. After you have read over the sentences with them, they are to fill in the blanks, using one of the four words listed in the column on the board.

Example:	We ______ lived here seven years.	(have)
	He ______ a transistor radio.	(has)

Test-items:

1.	______ learning English, I can talk to many people.	(Since)
2.	______ anyone come to see the baby?	(Has)
3.	I want to go to the University of Guam ______ four years.	(for)
4.	He has been in Hawaii ______ last year.	(since)
5.	It ______ been so long since you were here.	(has)
6.	I ______ been so busy.	(have)
7.	______ a long time, I've worked here.	(For)
8.	Where ______ you been?	(have)
9.	Will you wait for me ______ awhile?	(for)
10.	We ______ eaten already.	(have)
11.	There has been a change ______ she came.	(since)
12.	It ______ been too rainy to fish.	(has)

Scoring:

Each student can receive 12 possible points.

Listening Comprehension Narrative

LITTLE HALF CHICK

The white hen was very proud of her chicks. One by one, eleven beautiful chicks had come out of their shells. Now the last one was breaking through his shell.

"This one is the last. It'll be the best chick," the white hen thought to herself.

Now, as you already know, chicks are supposed to have two eyes. They're supposed to have two wings. They're supposed to have two legs.

But when the last chick was born, he had only one leg, one wing, and one eye.

"This is strange," the white hen said. "He's different from the others. There's only one like him in the whole world. I'll name him Little Half Chick."

As the chicks grew up, all the other chicks asked about Little Half Chick. "Is he really our brother?" they asked the white hen.

"Of course, he's your brother," the white hen said.

"Is he really a chick?" they asked.

"Yes, he's a chick," the white hen answered. But all the other chicks still wondered.

"Chicks are supposed to have two eyes. If he's a chick, why does he have only one eye? All of us have two eyes. And chicks are supposed to have two wings. If he's a chick, why does he have only one wing? All of us have two wings. Chicks are supposed to have two legs. If he's a chick, why does he have only one leg? All of us have two legs."

Little Half Chick wondered, too. He asked his mother, "Am I really a chick?"

"Yes," she said, "You're a chick."

"But chicks are supposed to have two eyes. If I'm a chick, why do I have only one eye? And chicks are supposed to have two wings. If I'm a chick, why do I have only one wing? And chicks are supposed to have two legs. If I'm a chick, why do I have only one leg? All the other chicks laugh at me. They don't think I'm a chick."

"Don't listen to the others. You're just a different kind of chick. The others are jealous for there is only one like you in the whole world. Someday you will be famous."

And indeed Little Half Chick became famous. He was sent all over the world with the circus for he was the only little half chick in the world.

Structures Previously Taught: Is he __________?
Am I __________?
best

Listening Comprehension Narrative (continued)

New for production: If ______
supposed to ______
Why does he have ______?

New for recognition: You will become famous.

Suggested comprehension questions:

1. How many chicks were hatched all together?
2. Which chick did the white hen think would be the best?
3. Why did the hen name the last chick Little Half Chick?
4. Was Little Half Chick really a chick?
5. How was he different from the other chicks?
6. Did the other chicks wonder about Little Half Chick being their brother?
7. Did Little Half Chick become famous?
8. Do you think the white hen loved Little Half Chick?
9. Where did Little Half Chick go?
10. When Little Half Chick told the white hen that the others didn't think he was a chick, what did she tell him?
11. Would you like to be Little Half Chick? Why? Why not?

BOOK TEN, Unit X

Lesson 1

A. Aim of Lesson: To teach the use of supposed to.

B. Preparation Needed: Practice narrative with pictures and pronunciation dialog.

C. Procedure:

1. Pronunciation Practice: /tl/ - /dl/

   A: Look at the tadpoles in the puddle.
   B: Are they having a battle?
   A: Look. There's a tiny one in the bottle.
   B: He's only as big as a needle.

2. Present narrative and ask comprehension questions.

3. Narrative:

   As you know, all chicks are supposed to have two eyes. They're supposed to have two wings. They're supposed to have two legs.

   Little Half Chick was a chick. He was supposed to have two eyes. He was supposed to have two wings. He was supposed to have two legs. But he didn't.

   a. Are chicks supposed to have two eyes? two legs? two wings?
   b. Was Little Half Chick a chick?
   c. Was he supposed to have two eyes? two legs? two wings?
   d. Did he have two eyes? two legs? two wings?

4. Pattern Practice:

   Divide the class into half. Have first half repeat the first paragraph line by line after the teacher's model. Have second half repeat second paragraph after the teacher's model. Then switch parts.

5. Reading:

   All chicks are supposed to have two eyes. They are supposed to have two wings. They are supposed to have two legs.

   Little Half Chick is a chick. He should have two eyes. He should have two wings. He should have two legs. But he didn't.

6. Writing:

   77. Rewrite the passage. Change They are to they're.
   78. Rewrite the passage. Change should to is supposed to.
   79. Rewrite the passage. Combine sentences 1, 2, and 3. Eliminate They are supposed to have from sentences 2 and 3. Combine sentences 5, 6, and 7 in the same way.

BOOK TEN, Unit X

Lesson 2

A. Aim of Lesson: Teach the use of Why does he have ...?

B. Visual Aids Needed: Pictures for narrative and pattern practice.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Pronunciation Practice: Use dialog from Lesson 1.

3. Narrative and dialog:

The first eleven chicks wondered why Little Half Chick had only one eye, one leg, and one wing.

1st Chick: We have two eyes. Why does Little Half Chick have only one eye?

2nd Chick: And we have two wings. Why does he have only one wing?

3rd Chick: We have two legs. Why does he have only one leg?

4th Chick: Is he a chick?

White Hen: Yes. He's just different.

a. Did the other chicks have two eyes? two legs? two wings?
b. Does Little Half Chick have two eyes? two legs? two wings?

4. Teach the dialog.

5. Pattern Practice: Cue with pictures or by pointing to part of body.

a. Why does he have only one wing?

leg
ear
eye
hand
foot
knee
toe
finger
shoulder
zori
shoe
sock

Lesson 2 (continued)

Pattern Practice

b. He's supposed to have two wings.
eyes
ears
hands
feet
knees
etc.

6. Reading:

The other eleven chicks wondered about Little Half Chick. "He should have two eyes. We have two eyes. Why does he have only one eye?"

"He should have two wings. We have two wings. Why does he have only one wing?"

"He should have two legs. We have two legs. Why does he have only one leg?"

7. Writing:

78. Rewrite the passage. Change should to is supposed to.

79. Rewrite the passage. Combine sentences 2 and 3 so that it reads, He should have two eyes like we do. Combine sentences 5 and 6, 8 and 9 in the same manner.

80. Rewrite the passage. Change We have to We've got.

BOOK TEN, Unit X

Lesson 3

A. Aim of Lesson: To teach the use of If .....

B. Visual Aids Needed: Pictures for narrative and pattern practice.

C. Procedure:

1. Sing: "If I Should Ever Travel."
2. Present narrative and ask comprehension questions.
3. Pronunciation Practice: Do dialog from Lesson 1.
4. Narrative and dialog:

   As they grew older, the chicks asked their mother about Little Half Chick.

   1st Chick: Is Little Half Chick really a chick?

   White Hen: Yes, he is.

   2nd Chick: If he's really a chick, why does he have only one eye?

   3rd Chick: If he's really a chick, why does he have only one leg?

   4th Chick: If he's really a chick, why does he have only one wing?

   White Hen: He's just different.

5. Teach the dialog.
6. Pattern Practice: Cue with pictures.

   If he's really a chick, why does he have only one eye?
   dog
   pig
   etc.

Lesson 3 (continued)

7. Reading:

The other chicks asked, "Is Little Half Chick really a chick?"
"If he's really a chick, why does he have only one eye?"
"If he's really a chick, why does he have only one wing?"
"If he's really a chick, why does he have only one leg?"

8. Writing:

79. Rewrite the passage. After sentence 2, add the sentence He should have two eyes like we do. Add similar sentences after sentences 3 and 4.

80. Rewrite the passage. After sentence 2, add the sentence We've got two eyes. Add similar sentences after sentences 3 and 4.

81. Rewrite the passage. Change why does he have only one eye to why doesn't he have two eyes in sentence 2. Make similar changes in sentences 3 and 4.

BOOK TEN, Unit X

Lesson 4

A. **Aim of Lesson:** To continue practicing the use of If ....., supposed to, and why do I have .....

B. **Visual Aids Needed:** Pictures for narrative and pattern practice.

C. **Procedure:**

1. Sing: "If I Should Ever Travel."

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:.

Little Half Chick wondered himself whether he was a real chick. He began questioning his mother.

Little Half Chick:	Am I really a chick?
White Hen :	Yes. You're a chick.
Little Half Chick:	But chicks are supposed to have two eyes. If I'm a chick, why do I have only one eye? And chicks are supposed to have two wings. If I'm really a chick, why do I have only one wing? And chicks are supposed to have two legs. If I'm a chick, why do I have only one leg?

4. Teach dialog.

5. Pattern Practice: Cue with pictures or by pointing to part of body.

Chicks are supposed to have two eyes. If I'm a chick, why do I have only one eye?

6. Reading:

Little Half Chick thought about the other chicks.

They all have two eyes. If I am a chick, who do I have only one eye?

They all have two legs. If I am a chick, why do I have only one leg?

They all have two wings. If I am a chick, why do I have only one wing?

Lesson 4 (continued)

7. Writing:

80. Rewrite the passage. Change They all have to They've all got in sentence 2. Make similar changes in sentences 4 and 6.

81. Rewrite the passage. Change why do I have only one eye to why don't I have two eyes in sentence 3. Make similar changes in sentences 5 and 7.

82. Rewrite the passage. Change I am to I'm every time you see it.

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Preparation Needed: Practice narrative with pictures and pronunciation dialog.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Have students dramatize the story.

3. Reading:

The other chicks asked about Little Half Chick. "Chicks are supposed to have two eyes. If he's a chick, why does he have only one eye? All of us have two eyes. And chicks are supposed to have two wings. If he's a chick, why does he have only one wing? All of us have two wings. Chicks are supposed to have two legs. If he's a chick, why does he have only one leg? All of us have two legs."

Little Half Chick began to ask about himself. "Chicks should have two eyes. If I'm a chick, why don't I have two eyes? Chicks should have two wings. If I'm a chick, why don't I have two wings? Chicks should have two legs. If I am a chick, why don't I have two legs?"

5. Writing:

Rewrite the passage. Change chick to duck wherever you see it.

ACHIEVEMENT TESTS: BOOK TEN, Unit X

Test A

Structures to be tested: supposed to, have, if

Items required:
1) Write supposed to, have, and if in a column on the board.
2) Write the test-paragraph on the board but keep it covered, or write it on a large sheet of paper.
3) Pencil and paper for each student.

Instructions:

Tell the students that you are going to show them a paragraph that has some blanks. After you have read over it with the class, they are to fill in the blanks on their own paper, using words from the column on the board.

Examples:

______ you come to our house, you can eat with us.
(If)

You're ______ start school next week. (supposed to)

Note: When copying the paragraph, be sure to make all the blanks the same length so as not to give away the answer.

Test-paragraph:

A group of men are building an airstrip for the jet plane. It's __1__ be finished by 1970. __2__ they work day and night, they will be able to complete it on time. The men __3__ a large dredge to cut through the coral. __4__ they didn't __5__ the dredge, it would take many years to make the airstrip. But the dredge is __6__ shorten the time to several months. __7__ the men finish when they're __8__, Ponape will __9__ jet planes landing by next year.

Answers: 1- supposed to; 2- If; 3- have; 4- If; 5- have; 6- supposed to; 7- If; 8- supposed to; 9- have.

Scoring:

Each student can receive 9 possible points.

ACHIEVEMENT TESTS: BOOK TEN, Unit X

Test B

Structures to be tested: /tl/ and /dl/

Items required:
1) Randomized list of students.
2) Write the test-sentences on the board.

Instructions:

Tell the students that you are going to show them some sentences. After you have gone over them orally with the class, you are going to call on individuals to read certain sentences. Listen carefully for the students' pronunciation of the /tl/ and /dl/ sounds (underlined).

Test-sentences:

1. Don't step in the puddle.
2. The men are fighting a battle.
3. The bug was in the bottle.
4. She sews with a big needle.
5. The rice is in the kettle.
6. This is where the Kusaiens settle.
7. That car really rattles.
8. The boy was little.
9. He put it in the middle.
10. I know a riddle.

Scoring:

Each student can receive 1 possible point. If you test each student more than once, however, you should take that into consideration when computing class-percentage-right.